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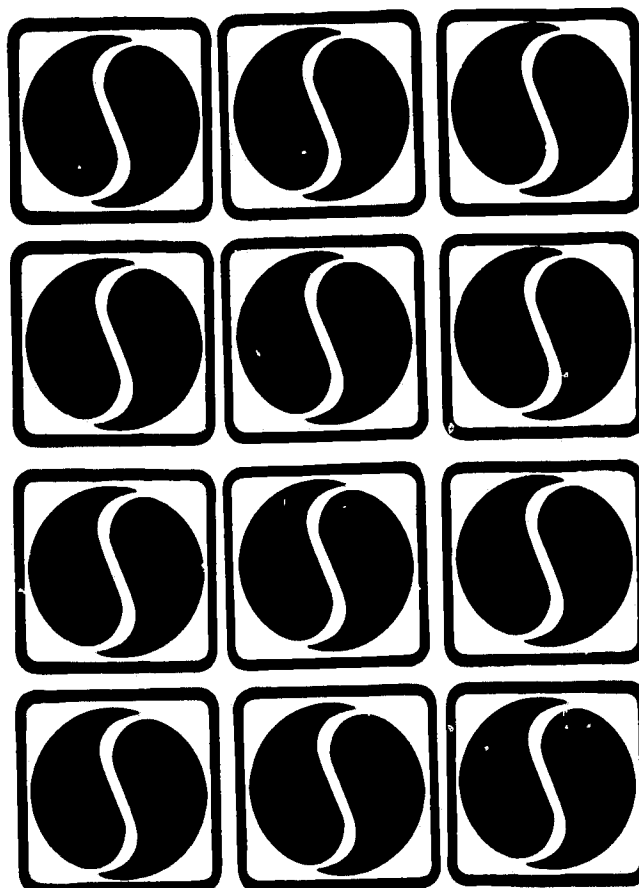
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ABSTRACT

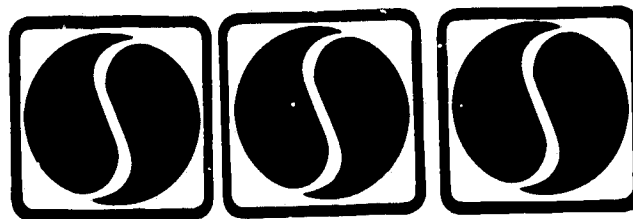
The Continuation Education System Development Project technical report of appendix tables includes: (1) a bibliography; (2) letters to schools; (3) the initial in-service training program of Valley staff; (4) data of a teacher evaluation survey; (5) instructional preference scale data; (6) meaning of words inventory data; (7) a physical profile; (8) a sociological questionnaire; (9) recorded historical information; and (10) school nurse data. (See CG 004 283, CG 004 401, CG 004 403, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED034216



**CONTINUATION
EDUCATION
SYSTEM
DEVELOPMENT
PROJECT**

LEON EAST
project director

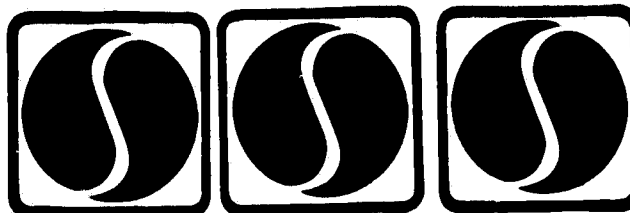


TECHNICAL REPORT

**APPENDIX 1.1
TABLES**

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968



CG 004402

TABLES

ED034216

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TABLE I

BIBLIOGRAPHY

TABLE 1

BIBLIOGRAPHY

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TABLE II

STATISTICS

1. Statistical Formulas
2. Statistical Tests
3. Tables for the determination of the difference between two percentages
4. Table of "key numbers" to assist in determining the significance of differences in percentages
5. Table of minimum percentages significant at the five percent and one percent levels

TABLE II, 1

STATISTICAL FORMULAS

1. MEAN:

$$\bar{X} = \frac{\sum X}{N}$$

X = raw score
 N = total number of raw scores
 \sum = sum

2. STANDARD DEVIATION:

$$S_x = \sqrt{\frac{\sum X^2}{N} - \bar{X}^2}$$

3. PEARSON'S CORRELATION COEFFICIENT:

$$r_{xy} = \frac{\frac{\sum XY}{N} - \bar{X}\bar{Y}}{\sqrt{\left(\frac{\sum X^2}{N} - \bar{X}^2\right) \left(\frac{\sum Y^2}{N} - \bar{Y}^2\right)}}$$

X = raw scores on variable X
 \bar{X} = mean score on variable X
 Y = raw scores on variable Y
 \bar{Y} = mean score on variable Y

TABLE II, 2

STATISTICAL TESTS

A. χ^2 Analysis

Formula: $\chi^2 = \sum \frac{(O - e)^2}{e}$, $df = (\text{no. rows} - 1)(\text{no. columns} - 1)$

where O = observed frequency of scores in a partitioned interval

e = expected frequency of scores in a partitioned interval

Purpose: Determination of level of significance of differences in test scores between samples. This test is especially useful in examining differences between samples which are not normally distributed.

B. t test for significance of Pearson's r correlation coefficients

Formula: $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

where r = the observed sample value of the correlation coefficient

n = the number of pairs of observations in the sample.

TABLE II, 3

Los Angeles County Superintendent of Schools
Division of Research and Guidance

**TABLES FOR THE DETERMINATION OF THE
DIFFERENCE BETWEEN TWO PERCENTAGES
BY MEANS OF
THE POOLED CRITICAL RATIO FORMULA**

- Step 1. Find "key number" corresponding to N_1 and N_2 .
(This number equals the minimum percentage for 5% level when $\bar{P} = 50\%$)
- Step 2. Locate appropriate table of minimum per cent differences between percentages, significant at 5% and 1% levels.
Note that each table corresponds to a particular key number.
- Step 3. Read table for row corresponding to \bar{P} value.
Find minimum per cent under 5% or 1% columns.

$$\bar{P} = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}$$

$$\bar{Q} = 100\% - \bar{P}$$

Example: $N_1 = 48$ $N_2 = 175$ $P_1 = 85\%$ $P_2 = 70\%$ $\bar{P} = \frac{48 \times 85 + 175 \times 70}{48 + 175} = 73$

Key number for $N_1 = 50$, $N_2 = 170$ is 16

On table of minimum percentages find $\bar{P} = 73$ in row containing $\bar{P} = 71 - 75$ -- under key number 16, 5% value = 14%, 1% value = 19%

$$P_1 - P_2 = 85 - 70 = 15\%$$

Therefore, difference is significant at 5% level.

$$\bar{Q} = 100 - 73 = 27$$

not needed

Reproduced and adapted from tables by D. Welty Lefever, University of Southern California, and with his kind permission.

TABLE II, 4

TABLE OF "KEY NUMBERS" TO ASSIST IN DETERMINING
THE SIGNIFICANCE OF DIFFERENCES IN PERCENTAGES N_1

	10	12	15	17	20	22	25	30	35	40	45	50	55	60	65	70	75	80	90	100	110	120	130	150	170	200	250	300	400	500	600	750	1000	
10	44	42	40	39	38	37	37	36	35	35	34	34	34	34	33	33	33	33	33	33	33	32	32	32	32	32	32	32	31	31	31	31	31	
12	42	40	38	37	36	35	34	34	33	32	32	32	31	31	31	31	31	30	30	30	30	30	29	29	29	29	29	29	29	29	29	29	29	29
15	40	38	36	35	34	33	32	31	30	30	29	29	29	28	28	28	28	28	27	27	27	27	27	27	27	26	26	26	26	26	26	26	26	26
17	39	37	35	33	32	32	31	30	29	29	28	28	27	27	27	26	26	26	26	26	26	26	25	25	25	25	25	24	24	24	24	24	24	24
20	38	36	34	32	31	30	29	28	27	27	26	26	26	25	25	25	25	24	24	24	24	24	23	23	23	23	23	23	23	23	22	22	22	22
22	37	35	33	32	30	30	29	28	27	26	26	25	25	24	24	24	24	23	23	23	23	23	23	23	22	22	22	22	22	21	21	21	21	21
25	37	34	32	31	29	29	28	27	26	25	24	24	24	23	23	23	23	22	22	22	22	22	22	21	21	21	21	20	20	20	20	20	20	20
30	36	34	31	30	28	28	27	25	25	24	23	23	23	22	22	21	21	21	20	20	20	20	20	19	19	19	19	19	19	19	18	18	18	18
35	35	33	30	29	27	27	26	25	23	23	22	22	21	21	21	20	20	20	20	19	19	19	19	18	18	18	18	18	18	17	17	17	17	17
40	35	32	30	29	27	26	25	24	23	22	21	21	20	20	20	19	19	19	19	18	18	18	18	18	17	17	17	17	17	16	16	16	16	16
45	34	32	29	28	26	26	24	23	22	21	21	20	20	19	19	19	19	18	18	18	18	17	17	17	17	16	16	16	15	15	15	15	15	15
50	34	32	29	28	26	25	24	23	22	21	20	20	19	19	18	18	18	18	17	17	17	17	16	16	16	16	15	15	15	15	14	14	14	14
55	34	31	29	27	26	25	24	23	21	20	20	19	19	18	18	18	18	17	17	17	16	16	16	16	15	15	15	15	14	14	14	14	14	14
60	34	31	28	27	25	24	23	22	21	20	19	19	18	18	18	17	17	17	16	16	16	16	15	15	15	15	14	14	14	14	13	13	13	13
65	33	31	28	27	25	24	23	22	21	20	19	18	18	18	17	17	17	16	16	16	16	15	15	15	15	14	14	14	13	13	13	13	13	13
70	33	31	28	27	25	24	23	21	20	19	19	18	18	17	17	16	16	16	15	15	15	15	14	14	14	14	13	13	13	13	13	13	13	13
75	33	31	28	26	25	24	23	21	20	19	19	18	18	17	17	16	16	16	15	15	15	15	14	14	14	14	13	13	13	13	12	12	12	12
80	33	30	28	26	25	24	23	21	20	19	18	18	17	17	16	16	16	16	15	15	15	15	14	14	14	13	13	13	13	12	12	12	12	12
90	33	30	27	26	24	23	22	21	20	19	18	17	17	16	16	16	15	15	15	14	14	14	13	13	13	13	12	12	12	12	11	11	11	11
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110	33	30	27	26	24	23	22	20	19	18	17	17	16	16	15	15	15	14	14	14	13	13	13	12	12	12	12	11	11	11	10	10	10	10
120	32	30	27	25	24	23	22	20	19	18	17	17	16	16	15	15	14	14	14	13	13	13	12	12	12	12	11	11	11	10	10	10	10	10
130	32	30	27	25	24	23	22	20	19	18	17	16	16	15	15	15	14	14	14	13	13	13	12	12	12	12	11	11	10	10	10	10	10	10
150	32	29	27	25	23	23	21	20	18	18	17	16	16	15	15	14	14	14	13	13	13	12	12	12	11	11	11	10	10	9	9	9	9	9
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200	32	29	26	25	23	22	21	19	18	17	16	16	15	14	14	14	13	13	13	12	12	12	12	11	11	11	10	10	9	9	9	9	9	9
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1000	31	28	26	24	22	21	20	18	17	16	15	14	13	13	12	12	11	11	10	10	9	9	9	9	9	9	9	9	9	9	9	9	9	9

 N_2

TABLE II, 5
TABLE OF MINIMUM PERCENTAGES
SIGNIFICANT AT THE 5 PER CENT AND 1 PER CENT LEVELS

P	Key Numbers									
	5	6	7	8	9	10	11	12	13	14
	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%	5% 1%
40-60 35-39 OR 61-65 30-34 OR 66-70 25-29 OR 71-75 20-24 OR 76-80 15-19 OR 81-85 10-14 OR 86-90 5- 9 OR 91-95	5 7 5 6 5 6 4 6 4 5 4 5 3 4 3 3	6 8 6 8 6 7 5 7 5 7 5 6 4 5 3 4	7 9 7 9 7 9 6 8 6 8 5 7 5 6 4 5	8 11 8 10 7 10 7 9 7 9 6 8 5 7 4 5	9 12 9 11 8 11 8 11 7 10 7 9 6 8 5 6	10 13 10 13 9 12 9 12 8 11 8 10 7 9 5 7	11 14 11 14 10 13 10 13 9 12 8 11 7 9 6 7	12 16 12 15 11 15 11 14 10 13 9 12 8 10 6 8	13 17 13 16 12 16 12 15 11 14 10 13 8 11 7 9	14 18 14 18 13 17 12 16 12 15 11 14 9 12 7 9
40-60 35-39 OR 61-65 30-34 OR 66-70 25-29 OR 71-75 20-24 OR 76-80 15-19 OR 81-85 10-14 OR 86-90 5- 9 OR 91-95	15 20 14 19 14 18 13 18 12 16 11 15 10 13 8 10	16 21 15 20 15 20 14 19 13 17 12 16 10 14 8 11	17 22 16 22 16 21 15 20 14 18 13 17 11 15 9 11	18 24 17 23 17 22 16 21 15 20 14 18 12 15 9 12	19 25 18 24 18 23 17 22 16 21 14 19 12 16 10 13	20 26 19 25 19 25 18 23 17 22 15 20 13 17 10 13	21 28 20 27 20 26 19 25 17 23 16 21 14 18 11 14	22 29 21 28 21 27 20 26 18 24 17 22 14 19 11 15	23 30 22 29 21 28 20 27 19 25 17 23 15 20 12 15	24 32 23 30 22 29 21 28 20 26 18 24 16 20 12 16
40-60 35-39 OR 61-65 30-34 OR 66-70 25-29 OR 71-75 20-24 OR 76-80 15-19 OR 81-85 10-14 OR 86-90 5- 9 OR 91-95	25 33 24 32 23 31 22 29 21 27 19 25 16 21 13 17	26 34 25 33 24 32 23 30 22 28 20 26 17 22 13 17	27 35 26 34 25 33 24 32 22 29 20 27 18 23 14 18	28 37 27 36 26 34 25 33 23 30 21 28 18 24 14 19	29 38 28 37 27 36 26 34 24 32 22 29 19 25 15 19	30 39 29 38 28 37 27 35 25 33 23 30 20 26 15 20	31 41 30 39 29 38 28 36 26 34 23 31 20 26 16 21	32 42 31 41 30 39 28 37 26 35 24 32 21 27 16 21	33 43 32 42 31 40 29 39 27 36 25 33 21 28 17 22	34 45 33 43 32 42 30 40 28 37 26 34 22 29 17 23
40-60 35-39 OR 61-65 30-34 OR 66-70 25-29 OR 71-75 20-24 OR 76-80 15-19 OR 81-85 10-14 OR 86-90 5- 9 OR 91-95	35 46 34 44 33 43 31 41 29 38 26 35 23 30 18 23	36 47 35 46 34 44 32 42 30 39 27 36 23 31 18 24	37 49 36 47 34 45 33 43 31 40 28 37 24 32 19 25	38 50 37 48 36 47 34 44 31 41 29 38 25 32 19 25	39 51 38 49 36 48 35 46 32 42 29 38 25 33 20 26	40 53 39 51 37 49 36 47 33 44 30 39 26 34 20 27	41 54 40 52 38 50 36 48 34 45 31 40 27 35 21 27	42 55 41 53 39 51 37 49 35 46 32 41 27 36 21 28	43 57 42 55 40 53 38 50 36 47 32 42 28 37 22 29	44 58 42 56 41 54 39 51 36 48 33 43 29 38 22 29

TABLE III

LETTER TO SCHOOLS

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE III

**LETTER TO SCHOOLS IN LA PUENTE UNION HIGH SCHOOL DISTRICT
REQUESTING STUDENT RECORDS AND HISTORICAL INFORMATION**

March 13, 1968

Mr. Geno A. Dezzutti, Principal
Los Altos High School

Dear Mr. Dezzutti:

The attached student roster is an alphabetical listing of all students referred to Valley High School by Los Altos High School.

Will you please assist us in collecting historical data on these students by verifying that all records of referred students have been forwarded to Valley High School?

Should you find that your school still possesses records of referred continuation students, please forward all pertinent information to me at the Continuation Education System Development Project office. If it would be easier to have the records collected, simply phone 968-3791 and I will pick up the information. Thank you for your cooperation.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/js

cc: All principals
La Puente Union High School District

TABLE IV

INITIAL IN-SERVICE TRAINING OF VALLEY STAFF

1. Letter arranging initial meeting with Valley High School Faculty
2. Agenda

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
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- La Puente, California 91744
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LEON EAST
Project Director

TABLE IV, 1

LETTER ARRANGING INITIAL MEETING WITH
VALLEY HIGH SCHOOL FACULTY

To: Valley High School Staff Date: March 19, 1968
Subject: Faculty Meeting From: Alan Jensen

There will be a faculty meeting for all Valley High School staff
on Wednesday and Thursday, March 20 and 21st from 11:30 to 12:30.

The Agenda:

1. Introduction of Research Assistants
 - a. Judy Blase
 - b. Rick Brockway
 - c. Frank Deluca
 - d. Nora Jacobs
 - e. Gail Montwell
 - f. Mr. Sanchez
2. "In-service" familiarization with Continuation Education System Development Project procedure and evaluative instruments to be employed.

TABLE IV, 2

AGENDA

Faculty Meeting - March 20, 1968

1. Explanation of overall testing procedure.
 - a. Its relationship to the Continuation Education System Development Project.
 - b. Its importance to the Project, the school, and the student.
 - c. The first step in drawing together the teachers, the students and the Project in a joint effort.
 - d. The key to the entire testing procedure lies with each teacher.
 - e. We need the help of every teacher to make this testing phase of the Project successful.
2. The tests themselves:
 - a. Explain the tests to be used and why. (Do not pass out Scholastic Profile, Physical Profile and Psychological Profile yet.)
 - b. Tests
 - 1) Scholastic Profile
 - a) CAT (academic achievement)
 - b) GATB (general educational development)
 - c) Explain why these are being used.
 - 2) Physical Profile
 - a) Explain why
 - b) Explain nurses and their involvement.
 - 3) Psychological Profile
 - a. Explain MOWI
 - b. Explain Sociological Questionnaire.

4) Groupings

Explain

3. Procedures:

a. What we want teachers to do.

- 1) To be familiar with all tests that will be given
- 2) To be available to assist teacher aides in administering tests
- 3) To come for a two hour in-service training time at Project office tomorrow
 - a) This will familiarize you with tests
 - b) Project will pay unless you are on contract
- 4) Take an hour tonight (at Project expense) to take test.

b. The moves we will have to make and the testing schedule.

- 3-20-68 Wednesday - In-service training for faculty
- 3-21-68 Thursday - In-service training #2 at Project office
- 3-22-68 Friday - Testing begins - CAT (Scholastic Profile)
- 3-25-68 Monday - Psychological Profile
- 3-26-68 Tuesday - GATB
- 3-27-68 Wednesday - CAT
- 3-28-68 Thursday - GATB
- 3-29-68 Friday - Regroup

c. Moves

- Thursday - 3-21-68 - T-1 - 10 a.m.- 3 p.m. (everyone else tests
11 a.m.-12 noon in own room)
- Friday - 3-22-68 - T-2 - 10 a.m.- 3 p.m. (everyone else tests
11 a.m.-12 noon in own room)
- Monday - 3-25-68 - T-3 - 3 p.m.- 5 p.m. (Test make up's for
Psychological Profile)

Tuesday	- 3-26-68 - T-4 -	2 p.m.- 4 p.m. 3 p.m.- 5 p.m.	(Random day)
Wednesday	- 3-27-68 - T-5 -	3 p.m.- 5 p.m.	(Davis' room for testing)
Thursday	- 3-28-68 - T-6 -	2 p.m.- 4 p.m. 3 p.m.- 5 p.m.	(Random day)
Friday	- Regroup	3 p.m.- 5 p.m.	(Davis' room for testing)

4. Review

- a. Need of teacher's help and cooperation
- b. Importance of this
- c. Need for them to be at Continuation Education System Development Project for training on Thursday
- d. Continuation Education System Development Project will pay for their time.

TABLE V

TEACHER INFORMATION MATRIX (TIM)

1. Explanatory letter to Valley High School faculty
2. Sample page of TIM
3. Teacher Evaluation of Student Academic Performance:
Tally of TIM
4. Teacher Evaluations compared to WRAT scores
5. CAT Correlation

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

TABLE V, 1

LEON EAST

Project Director

EXPLANATORY LETTER TO VALLEY HIGH SCHOOL FACULTY

To: Faculty, Valley High School

Date: January 25, 1968

Subject: Information Matrix

From: J. Alan Jensen

As you know Valley High School is currently participating in a federal project. The goal is to develop a model instructional system.

Our first objective as educators of the continuation student is to determine, as accurately as possible, his current academic proficiency. To accomplish this task we need your individual help. As teachers you have daily interaction with the students. Will you please indicate (on the form provided), your personal estimate of each student.

Obviously, student attendance will have a direct effect on the validity of your estimate. However, please do not be concerned with "in-depth" accuracy as we are more concerned with your spontaneous opinion of a student's ability, ESPECIALLY READING LEVEL!

1. Definition of Matrix

- A. Student's name is located vertically on the abscissa.
- B. Information requested is located horizontally on the ordinate.

2. Procedure

- A. Locate students name and indicate with an (X) or write in that information which is pertinent (to that student), across the ordinate. For example, if Charlie Brown is a "non-attender" simply write in the information you have:

Example: H - Sex --- Male
J - Age --- 15.6 (years-months)
K - Number of days in class --- 0
L - Aspirational level --- 1 x
(SEE SAMPLE MATRIX ATTACHED)

You see, lack of information is also information. Now I know that Charlie Brown is a male, 15.6 years, and a non-attender without school aspiration.

B. Helpful hints.

- 1. Place a ruler under the name of each student as you locate them. (This will help you stay in the correct ordinate column.)

Information Matrix (continued)

2. Arrange the ordinate so you can read the information variables.
 3. Perform the needed response.
- C. Should a student be enrolled in your class but not included on list, add the name and perform the required responses.
- D. Explanation of terms used.
1. Elementary level:
Grades one through four
 2. Average level:
Grades five through nine
 3. Superior level:
Grades ten through college

J.A.J.

/js

TABLE V, 2

S A M P L E(The original Information
Matrix was on 8½ x 14
paper)

	INFORMATION		
	A. Reading Level		
	1. Elementary		
	2. Average		
	3. Superior		
	B. Arithmetic Level		
	1. Elementary		
	2. Average		
	3. Superior		
	C. Written Expression		
	1. Elementary		
	2. Average		
	3. Superior		
	D. Oral Expression		
	1. Elementary		
	2. Average		
	3. Superior		
	E. Impulse Control		
	1. Immature		
	2. Average		
	3. Mature		
	F. Typical Reaction To Authority		
	1. Passive		
	2. Aggressive		
	3. Spontaneous Acceptance		
	G. Estimate of Intel- lectual Power		
	1. Dull		
	2. Average		
	3. Superior		
	H. Indicate Sex		
	1. Male		
	2. Female		

* continued on side

I. Ethnic Ratio

1. Mexican/American
2. Negro
3. Caucasian
4. Oriental
5. Other

J. Age -- Yrs. Mths.

K. No. days in Class

L. Aspirational Level

1. None
2. Poor
3. Good

TABLE V, 3

TEACHER EVALUATION OF STUDENT ACADEMIC PERFORMANCE:

TALLY OF TIM

KEY:

Check - Red	Elementary
Cross - Blue	Average
Circle - Pencil	Superior Level
Small "N" - Pencil	Not evaluated

A. <u>Reading Level:</u>	Elementary	-	160	=	38%
	Average	-	197	=	48%
	Superior	-	64	=	15%
					<u>421</u>

B. <u>Arithmetic Level:</u>	Elementary	-	123	=	47%
	Average	-	130	=	50%
	Superior	-	7	=	3%
					<u>260</u>

C. <u>Written Expression:</u>	Elementary	-	211	=	48%
	Average	-	173	=	40%
	Superior	-	49	=	12%
					<u>433</u>

Total Elementary	-	493	=	44%
Total Average	-	500	=	45%
Total Superior	-	<u>120</u>	=	11%

TOTAL:		1,113	
--------	--	-------	--

TABLE V, 4

TEACHER EVALUATION¹ COMPARED TO WRAT SCORES

	<u>Teacher Evaluation</u>			<u>WRAT[*]</u>		
	<u>Elementary²</u>	<u>Av.³</u>	<u>Superior⁴</u>	<u>Elem.</u>	<u>Av.</u>	<u>Sup.</u>
Reading	38%	48%	15%	22%	67%	11%
Arithmetic	47%	50%	3%	2%	90%	8%
Written Exper.	48%	40%	12%	11%	83%	6%

¹Ten teachers of Valley High School evaluated 190 students on January 4, 1968. More than 50% of those students participated in Continuation Education System Development Project testing for the reported comparison between teacher evaluation and student performance. This indicates that teachers underestimate performance levels of students at Valley High School.

²Elementary: grades 1-4.

³Average: grades 5-9.

⁴Superior: grades 10 and over.

*

<u>CAT</u>	<u>Q1</u>	<u>Median</u>	<u>Q3</u>
Total Reading	5.5	7.2	8.3
Total Arith.	6.1	6.8	7.7

TABLE V, 5
CAT CORRELATIONS [†]

		1	2	3	4	5	6	7	8	9
Sex	1									
Attendance	2	-.029*								
Ethnic	3	-.077*	-.132*							
Reading Vocabulary	4	.027*	-.063*	-.109*						
Reading Comprehension	5	-.034*	-.067*	-.190*	.705**					
Arithmetic Reasoning	6	-.167*	-.026*	-.170*	.509**	.675**				
Arithmetic Fundamentals	7	-.101*	-.050*	-.205*	.521**	.639**	.808**			
Mechanics of English	8	.220*	-.027*	-.050*	.653**	.606**	.546**	.614**		
Spelling	9	.208*	.034*	.093*	.707**	.560**	.381**	.457**	.643**	

[†] d.f. = 99

* .05 significance level, $r = .230$

** .01 significance level, $r = .254$

TABLE VI

INVITATION TO STUDENTS

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE VI

March 21, 1968

INVITATION TO STUDENTS TO PARTICIPATE IN TESTING

Dear _____:

We need additional research information.

Will you help us improve Continuation School Programs by answering some questions?

Please bring this letter to: 355 North Hacienda Blvd.

Place: THE WHITE BUILDING NEXT TO La Puente High School Auto Shop

Dates: Monday, March 25 through Friday, March 29

IF YOU CAN'T GET A RIDE, CALL US. WE WILL PICK YOU UP!!!!

PHONE 968-3791

Time: 8:30 a.m. to 1:00 p.m.

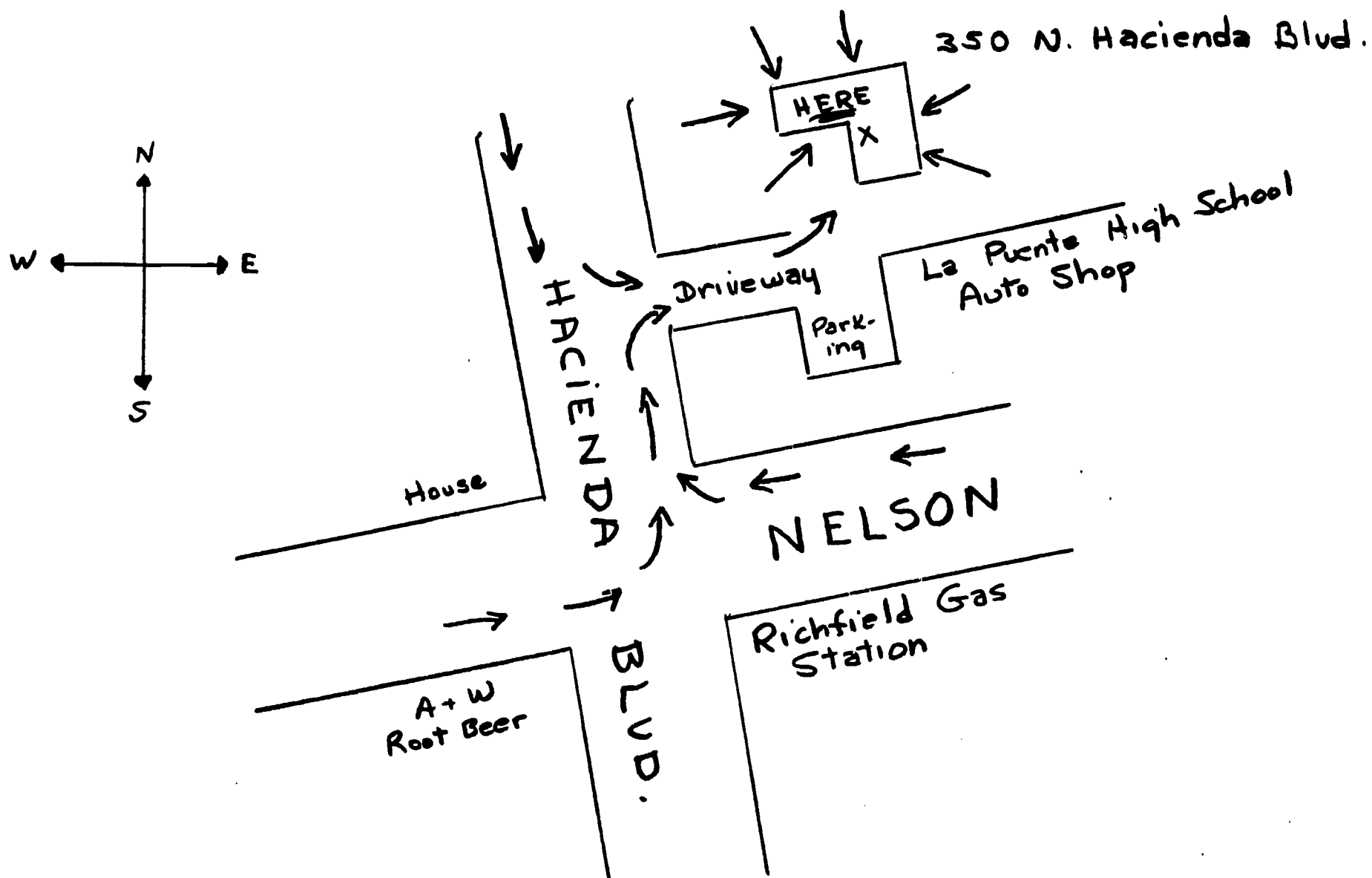


TABLE VII

SAMPLE KEY

TABLE VII

KEY FOR NUMBER CODING

1	1	301	1	1	0	6
sex	group a,b,c	test number	sex	group a,b,c	ethnic	prior high school
1-M 2-F	1-A 2-B 3-C		1-M 2-F	1-A 2-B 3-C	0-Anglo 1-Chicano 2-Other	1-Rowland 2-Workman 3-Wilson 4-La Puente 5-Los Altos 6-Nogales 7-Other

STUDENT IDENTIFICATION CARD

NAME: DOE JOHN L. STUDENT # 11301 1106
 (Last) (First) (ID Code)

COMPLETED

MOWI X
 SOC Questionnaire X
 CAT _____
 GATB X
 Physical Profile _____
 WRAT X
 Cum Records Recap _____

TABLE VIII

TESTING ADMINISTRATION MANUAL

1. Introductory letter for Project staff research assistants
2. Explanation of reward (contract) system for students
3. Contract credits received for test completion
4. Administration instructions for attitude survey (MOWI)
5. Revised instructions for California Achievement Test (CAT) Administration
6. Special instructions for California Achievement Test (CAT) Administration
7. Procedures and administration instructions for Wide-Range Achievement Test (WRAT)

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

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LEON EAST
Project Director

TABLE VIII, 1

INTRODUCTORY LETTER FOR PROJECT STAFF RESEARCH ASSISTANTS

Date _____

TO WHOM IT MAY CONCERN:

This is to introduce _____,
a Research Assistant for Continuation Education System
Development Project who is gathering research informa-
tion relative to continuation education.

Your assistance will be greatly appreciated.

If you have any questions, please feel free to
call me at 968-3791.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/nj

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

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LEON EAST
Project Director

TABLE VIII, 2

EXPLANATION OF REWARD SYSTEM FOR STUDENTS

To: Valley High School Teachers Date: March 19, 1968
Subject: Contract Credit From: J. Alan Jensen

The following information should be related to your students today prior to testing:

1. Continuation Education System Development Project is assessing Valley High School for research purposes to improve programs at Valley High School and to establish a model program for other continuation high schools.
2. Students at Valley High School are important for supplying their knowledge which could not be gathered without their participation.
3. Although research information is being gathered on the total population each individual is important since people make up population.
4. This research information is confidential unless students or parents wish it released for counseling purposes.
5. The quality of Valley High School's education will be improved by your cooperation now.
6. For your participation you will be given 1 ELECTIVE CONTRACT CREDIT with an automatic A grade, if, and only if, you complete each of the following:
 - A. MOWI (Meaning of Words Inventory)
Sociological Questionnaire
 - B. C.A.T. (California Achievement Test)
Sections: Reading, Arithmetic, Language
 - C. G.A.T.B. (General Aptitude Test Battery)
All sections 1-12
 - D. Nurses Examination
Eyes, ears, nose and throat
 - E. WRAT (Wide Range Achievement Test)

To: Valley High School Teachers

Subject: Contract Credit - Page 2.

6. Continued

Therefore, the maximum possible contracts and A grades would be a total for five (5). Students will be given contract credit for each completed test. A list will be posted indicating those students given contract credit and the number of credits awarded.

7. For those tests now unfinished the opportunity will be given to complete them and receive contract credit.

J.A.J.

/lm

TABLE VIII, 3

STUDENT CONTRACT CREDITS RECEIVED
FOR TEST COMPLETION

Number of Students		Number of Contracts	
	25		6
	41		5
	31		4
	45		3
	67		2
	<u>45</u>		<u>1</u>
Total	254	Total	793

TABLE VIII, 4

MOWI ADMINISTRATOR INSTRUCTIONS

MATERIALS: NOTE: Administrator should have these materials.
 1. Chalkboard
 2. Chalk

SAY: This is an inventory of how you feel about certain things.

SAY: If you will look at this sample and note the category CAR.

On the chalk board write these sample words.

CAR

hot	<u>1</u>	<u>2</u>	---	<u>5</u>	---	<u>4</u>	<u>3</u>	cold
fast	---	---	---	---	---	---	---	slow
smooth	---	---	---	---	---	---	---	rough

SAY: On the left hand side is a list of words and on the right hand side is the opposite of that word.

NOTE: Administrator will now read from the board.

hot	cold
fast	slow
smooth	rough

SAY: These words refer to how you feel about the category CAR.

Let me give you an example: (Go to the board and demonstrate)

1. If you feel very hot for cars make an X closest to hot (do it).
2. If you feel a little less hot about cars then make an X here (do it).
3. If cars leave you cold make an X closest to cold like this (do it).
4. If you don't feel so cold about cars then place an X here (do it).
5. If you feel indifferent about cars (neither hot nor cold) place an X in the middle like this (do it).

**CONTINUATION EDUCATION
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LEON EAST
Project Director

TABLE VIII, 5

California Achievement Tests
(WXY SERIES, copyright 1957 by
California Test Bureau)
Junior High Administrator Manual,
adapted for use with
CONTINUATION EDUCATION STUDENTS
in the
LA PUENTE UNION HIGH SCHOOL DISTRICT
by
CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

DIRECTIONS FOR ADMINISTRATION FOR EITHER BATTERY OR SEPARATE TESTS
WHEN ANSWERS ARE MARKED ON MACHINE-SCORING ANSWER SHEETS OR ON CTB
SCOREZE ANSWER SHEETS.

Reading Test

TIME ALLOTMENT (Testing time only):

Test 1. Reading Vocabulary 8 minutes
Sections A and B 4 minutes
Sections C and D 4 minutes

Test 2. Reading Comprehension 60 minutes
Section E 10 minutes
Section F 15 minutes
Section G 35 minutes

Total time 68 minutes

NOTE: It is permissible to have a break or rest period after any
of the above testing units.

MATERIALS REQUIRED:

For each student --

- 1 test booklet--California Achievement Tests, Junior High
Level Battery or the California Reading Test, Junior High
Level (Form W, X, Y, or Z)
- 1 IBM machine-scoring answer sheet No. 5287; or CTB Scoreze
answer sheet No. 42
- 1 electrographic pencil with attached eraser (an ordinary
pencil with attached eraser is adequate if answer sheets
will not be scored with an IBM test-scoring machine)

In addition, for the examiner --

extra pencils

extra erasers

extra copy of test booklet and answer sheet (for demonstration
purposes)

stop watch, or watch or wall clock with second hand

- 1) Hand out numbered answer sheet (Reading first) to student as he
comes in. Write answer sheet number next to student's name on A - B
list.
- 2) Hand out pencils to each (or have on desk ahead of time).

Check to see that all students have pencils and erasers.

Emphasize the next directions to students.

SAY: The general directions for recording your answers on these answer sheets are: Make a mark under the number or letter of the answer you have decided is correct. Make each mark as long as the pair of dotted lines and move the pencil up and down firmly to make a heavy, black line. IF YOU MAKE A MISTAKE OR WISH TO CHANGE AN ANSWER, DO IT THIS WAY: FIRST MAKE AN X ACROSS THE WRONG ANSWER. THEN MAKE A HEAVY, BLACK MARK FOR THE ANSWER THAT YOU THINK IS CORRECT. AFTER YOU HAVE MARKED THE NEW ANSWER, ERASE THE OLD ANSWER AND THE X COMPLETELY. (Illustrate on the chalkboard the routine for changing a mark.) ANY QUESTIONS?

After questions have been answered,

SAY: I am now going to give each of you a copy of the booklet. Do not write or mark on it in any way.

Distribute the Junior High Level booklets, face-up.

ASK: Does everyone have booklet and answer sheet?

SAY: Look at the bottom of the booklet. It says: "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is a test of your achievement in reading, arithmetic and language. In taking the first part you will show how many words you know and how well you understand what you read. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet unless told to do so by the examiner." Mark all of your answers on the answer sheets.

ASK: Any questions?

TEST 1 -- SECTIONS A and B (Items 1-30)

Time limit, 4 minutes, in 2 parts of 2 minutes each

SAY: Now open the test booklet to Test 1 -- Sections A and B. Page 3.

Demonstrate. Be sure that students have Test 1 -- Sections A and B and that booklets and answer sheets are conveniently arranged.

SAY: Notice the words GO or STOP printed in the boxes at the bottom of each page in your test booklet. (Demonstrate.) They tell whether you are to continue working or to wait for further instructions before going on to the next page.

If you pencil breaks or will not write, hold it up and I will give you another.

SAY: Now read the directions for Test 1 -- Sections A and B silently while I read them aloud. They are: "Mark as you are told the number of the word that means the opposite or about the opposite of the first word."

Now look at Sample A. See the word, large, in heavy type. On its right you will see the four words, rich, small, gone, and away. Which word means the opposite of large? (Let the group respond.) Yes, small, the word with the 2 in front of it, is correct.

(Mark #2 on demonstration answer sheet on blackboard.)

SAY: You are to mark your answers in the same way. If you cannot do an item, go on to the next. You may go back to any item on this page if you finish before time is called.

Are there any questions about how to mark your answers?

SAY: Now do as many of the others as you can on this page, beginning with number 1. You may begin.

With no interruption in testing time, after 2 minutes,

SAY: You should be on the second column now.

After 4 minutes total working time,

SAY: Stop.

TEST 1 -- SECTIONS C and D (Items 31-60)

Time limit, 4 minutes, in 2 parts of 2 minutes each

SAY: Now turn to Test 1 -- Sections C and D. Page 4.

SAY: The directions for Test 1 -- Sections C and D are: "Mark as you have been told the number of the word that means the opposite or about the opposite of the first word." Mark your answers as you did in Sections A and B. You may go back to any item on this page if you finish before time is called.

Now do as many of the others as you can on this page, beginning with number 31. You may begin.

With no interruption in testing time, after 2 minutes,

SAY: You should be on the second column now.

After 4 minutes total working time,

SAY: Stop.

TEST 2 -- SECTION E (Items 61-75)

Time limit, 10 minutes

SAY: Now turn to Test 2 -- Section E. Page 5.

SAY: Read the directions for Test 2 -- Section E silently while I read them aloud. They are: "Read the following directions. Mark as you are told the number or letter of each correct answer." To mark your

answers, make a heavy line within the pair of dotted lines under the number or letter of the answer you believe to be correct. From this point on, you may not go back to any section on which time has been called.

Now do exactly as you are directed in each of the test items on this and the following two pages, beginning with number 61. Find answer row 61 on your answer sheet. You may begin.

After 10 minutes,

SAY: Stop.

TEST 2 -- SECTION F (Items 76-101)

Time limit, 15 minutes

SAY: Now turn to Test 2 -- Section F. Page 8.

SAY: The directions for Test 2 -- Section F are: "Mark as you have been told the number or letter of each correct answer." Do as many of the items as you can on this and the following three pages, beginning with number 76.

Find answer row 76 on your answer sheet. You may begin.

After 15 minutes,

SAY: Stop.

Short break time -- students are not to leave the room.

TEST 2 -- SECTION G (Items 102-146)

Time limit, 35 minutes

SAY: Now turn to Test 2 -- Section G. Page 12.

SAY: The directions for Test 2 -- Section G are: "Read this story." Then follow the directions under the story in answering the questions. When you have finished the questions for the first story, go on to the following four stories. Continue working until you have completed the Reading Test or time is called.

Now find answer row 102 on your answer sheet. You may begin.

After 35 minutes,

SAY: Stop. This completes the Reading Test.

Close your booklets and leave them, your answer sheets and pencils on your desk. Break time.

During break:

- 1) Put new answer sheets on desks, be sure they are the same number as on the original

2) Sharpen pencils

3) Distribute to each desk one sheet of scratch paper.

Arithmetic Test

TIME ALLOTMENT (Testing time only):

Test 3. Arithmetic Reasoning 31 minutes
Section A 5 minutes
Section B 10 minutes
Section C 16 minutes

Test 4. Arithmetic Fundamentals 47 minutes
Section D 10 minutes
Section E 10 minutes
Section F 12 minutes
Section G 15 minutes

Total time 78 minutes

NOTE: It is permissible to have a break or rest period after any test section.

Students return after break.

SAY: You will find new answer sheets on your desks.

SAY: Now open your booklets to page 19 which says, "Arithmetic." (Help students find the place, if necessary.) Below that, find "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is an arithmetic test. In taking it you will show how well you can think and work problems. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet, unless told to do so by the examiner." Mark all of your answers on the answer sheets.

SAY: Turn to page 20.

TEST 3 -- SECTION A (Items 1-15)

Time limit, 5 minutes

SAY: Now read the directions for Test 3 -- Section A silently while I read them aloud. They are: "Decide how each of the amounts below should be written as a number. Then mark as you are told the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, mark the letter, e. In taking this test you should finish the first column before going on to the second. Look at the samples to the right and see how they are marked."

In Sample A the amount is shown by the word, Twelve. Below are given four numbers and the word, None. What letter does the number 12 have in front of it? Yes, b is correct. Therefore, a heavy mark has been made under the b in answer row A under the heading, Correct

Answer Sheet Mark, to the right of the sample. If students ask about the "Correct Test Booklet Mark" below the "Correct Answer Sheet Mark" just described, tell them to ignore it.

SAY: In Sample B the amount is shown by the word, Twenty. Look at the four numbers and the word, None, given next below. Does the number 20 appear? No, none of the numbers given is correct, so None is the correct answer. Therefore, the letter E is correct. You are to mark your answers in the same way. Do not spend too much time on any one problem.

Now find answer row 1 on your answer sheet and do as many as you can on this page, beginning with number 1. You may begin.

Circulate among the students to be sure that the directions are understood. Do not help them with the answers, but encourage them, if necessary.

After 5 minutes,

SAY: Stop.

SAY: Now turn to Test 3 -- Section B. Page 21.

TEST 3 - SECTION B (Items 16-40)

Time limit, 10 minutes

SAY: Read the directions for Test 3 -- Section B silently as far as I read them aloud. They are: "Mark the letter or number of each correct answer. If you do not know an answer, or if you think that none of the answers given is correct, you should mark the letter, e (items 16-20), or the number 5 (items 20-25). Finish the first column before going on to the second. Remember to do your figuring on scratch paper."

Following item 25 is a new set of directions. They are: "Some rules and formulas used in measurement, numbered 1, 2, 3, 4, and 5, are given to the right below. Some problems that can be worked with them are given on the left, numbered 26, 27, 28, 29 and 30. Match the number of the rule or formula on the right to the problem on the left. Mark the number of the rule on your answer sheet.

When you have finished this page, go on to the next page. Look at page 22. The directions for it are: "Work these problems. Then mark as you have been told the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish the first column before going on to the second. Remember to do your figuring on scratch paper."

SAY: Now turn back to page 20. Find answer row 16 on your answer sheet. Do as many as you can on this and the next page, beginning with number 16. You may begin.

After 10 minutes,

SAY: Stop.

TEST 3 -- SECTION C (Items 41-55)

Time limit, 16 minutes

SAY: Now turn to Test 3 -- Section C. Page 23.

SAY: Have your scratch paper ready. You need not copy any problem. Just place your scratch paper under the problem but not on your answer sheet. Do your figuring on your scratch paper not in the booklet.

SAY: Read the directions for Test 3 -- Section C silently as far as I read them aloud. They are: "Work these problems. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e.

Find answer row 41 on your answer sheet. Now do as many as you can on this and the next page, beginning with number 41. You may begin.

After 16 minutes,

SAY: Stop.

Short break.

TEST 4 -- SECTION D (Items 56-75)

Time limit, 10 minutes

SAY: Turn to Test 4 -- Section D the booklet back. Page 25.

SAY: Read the directions for Test 4 -- Section D silently as far as I read them aloud. They are: "Do these problems in addition. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember to do your figuring on scratch paper."

You need not copy any problem. Just place your scratch paper under each problem in your booklet and work it.

Demonstrate, if necessary.

Find answer row 56 on your answer sheet. Now do as many as you can on this page, beginning with number 56. You may begin.

After 10 minutes,

SAY: Stop.

TEST 4 -- SECTION E (Items 76-95)

Time limit, 10 minutes

SAY: Now turn to Test 4 -- Section E. Page 26.

SAY: Read the directions for Test 4 -- Section E silently while I read them aloud. They are: "Do these problems in subtraction. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember that these are problems in subtraction."

Find answer row 76 on your answer sheet. Do as many as you can on this page beginning with number 76. You may begin.

After 10 minutes,

SAY: Stop.

TEST 4 -- SECTION F (Items 96-115)

Time limit, 12 minutes

SAY: Now turn to Test 4 -- Section F. Page 27.

SAY: Read the directions for Test 4 -- Section F silently while I read them aloud. They are: "Do these problems in multiplication. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms."

Find answer row 96 on your answer sheet. Now do as many as you can on this page, beginning with number 96. You may begin.

After 12 minutes,

SAY: Stop.

TEST 4 -- SECTION G (Items 116-135)

Time limit, 15 minutes

SAY: Now turn to Test 4 -- Section G. Page. 28.

SAY: Read the directions for Test 4 -- Section G silently while I read them aloud. They are: "Do these problems in division. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to express remainders as fractions and reduce fractions to lowest terms."

Find answer row 116 on your answer sheet. Now do as many as you can on this page, beginning with number 116. You may begin.

After 15 minutes,

SAY: Stop. This completes the Arithmetic Test. Leave all materials on your desks.

Break time.

During break:

- 1) Collect answer sheets
- 2) Pass out new answer sheets, checking number to make sure they are the same
- 3) Sharpen pencils.

Language Test

TIME ALLOTMENT (Testing time only):

Test 5. Mechanics of English	20 minutes
Section A	6 minutes
Section B	6 minutes
Section C	8 minutes

Test 6. Spelling 10 minutes

Handwriting (optional) ...OMIT.THIS.SECTION..... (2 minutes)

Total time 30 minutes

NOTE: It is permissible to have a break or rest period after any test section.

Students return after break.

SAY: You will find new answer sheets on your desks.

TEST 5 -- SECTION A (Items 1-30)

Time limit, 10 minutes

SAY: Now open your booklets to page 29 which says, "Language." (Help students find the place, if necessary.) Below that, find "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is a language test. In taking it you will show what you know about capitalization, punctuation, and words and sentences, and how well you can spell. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet."

SAY: Turn to page 30.

SAY: Now read the directions for Test 5 -- Section A silently while I read them aloud. They are: "In most lines of the story and sentences below, four words have a number above the first letter. If ONE of

the letters should be a capital, mark its number. If none of the four letters should be a capital, mark N, which stands for None. Not more than one letter with a number over it should be a capital on any one line."

Look at Sample A: "The winner of the race was tom." The t in tom, which has a 4 above it, should be a capital.

Now find Sample A above answer row 1 on your answer sheet. Make a heavy mark under the 4, which shows that 4 is the correct answer for Sample A.

Now look at Sample B: "He is one of my best friends." Notice that none of the letters with numbers above them should be capitals, so the N has been marked. Look at your answer sheets. Make a heavy mark under the N in sample row B, which shows that no capitals are needed in Sample B.

If you cannot do an item, go on to the next. You may come back to it later if you have time.

Now mark the numbers of all the letters that should be capitals on this and the next page, beginning with number 1. You may begin.

After 6 minutes,

SAY: Stop.

TEST 5 -- SECTION B (Items 31-59)

Time limit, 6 minutes

SAY: Now turn to Test 5 -- Section B. Page 32.

SAY: Read the directions for Test 5 -- Section B silently while I read them aloud. They are: "In the letter and story below, most lines have a number, such as 31, 32, or 33. If a punctuation mark is needed where the number is, make a black mark within the pair of dotted lines under the punctuation mark needed. If no punctuation is needed, make a black mark under the N, which stands for None. Show either apostrophes or single quotation marks in the fourth column. Only one answer should be given for each line."

Look at Sample C: "Mary will you come with us?" A comma is needed at 1 after the word, Mary.

Now find Sample C on your answer sheet. Make a heavy mark under the comma, which shows that the comma is the correct answer for Sample C.

Now look at Sample D: "The bus is leaving at ten o'clock." No punctuation is needed.

Now find Sample D on your answer sheet. Make a heavy mark under the N in Sample D, which shows that no punctuation is needed.

Do as many as you can on this and the next page, beginning with number 31. Remember that you are to mark on the answer sheets and not on the test booklets. You may begin.

After 6 minutes,

SAY: Stop.

TEST 5 -- SECTION C (Items 60-99)

Time limit, 8 minutes

SAY: Now turn to Test 5 -- Section C. Page 34.

SAY: Read the directions for Test 5 -- Section C silently while I read them aloud. They are: "Mark the number of the correct or better word in each sentence below."

Look at Sample E: "She (ain't-isn't) as tall as Betty." The word in parentheses with the 2 before it, "isn't," is the better word.

Now find Sample E on your answer sheet. Make a heavy mark under the 2, which shows that "isn't" is the better word for Sample E.

Now find answer row 60 on your answer sheet. Notice that you mark under the 1 or the 2 for items 60 through 87, but for items 88 through 99, you mark under YES or NO, depending upon which you think is the right answer.

Read the directions in your test booklet and follow them. Do as many as you can on this and the next page, beginning with number 60. You may begin.

After 8 minutes,

SAY: Stop.

TEST 6 (Items 100-129)

Time limit, 10 minutes

SAY: Now turn to Test 6. Page 36.

SAY: Now read the directions for Test 6 silently while I read them aloud. They are: "Each line in this test contains four spelling words and the word, None. Those words are numbered 1, 2, 3, 4, and the None is numbered 5. In some of the lines, one word is misspelled. In others, no word is misspelled. If there is a misspelled word, mark its number. If no word is misspelled, mark the 5."

Now look at the words in Sample F: "now, just, come, ron, and None." Which word is misspelled? Yes, the fourth or number 4 word.

Now find Samples F at the bottom of your answer sheet. Make a heavy mark under the 4, which shows that 4 is the incorrectly spelled word for Sample F.

Look at the words in Sample G: "go, see, do, may, and None." Is any word misspelled? None of them is misspelled. Look at your answer sheets. Make a heavy mark under the 5 in sample row G, which shows that none of the words is misspelled.

Remember that no more than one word, if any, is misspelled in any one line.

Now do as many as you can on this page, beginning with number 100. You may begin.

After 10 minutes,

SAY: Stop. Put your pencils down and close your booklets.

Please leave all materials on desks. (Before students leave collect everything.)

TABLE VIII, 6

SPECIAL INSTRUCTIONS FOR
ADMINISTRATION OF CAT

1. Pass out IBM sheets.
2. Assign each test (IBM sheet) number to each student as you distribute IBM sheets.
3. At the conclusion of each subtest collect IBM answer sheets, and redistribute next subtest IBM answer sheet.

Be sure to give the correct test to the correct student.
4. Scan answer sheets for error or invalid responding.
5. Be sure arithmetic subtest includes scratch paper.

TABLE VIII, 7

SPECIFIC TESTING PROCEDURE FOR WRAT

1. Students report to class.
2. Teacher takes role.
3. Teacher provides each student with a pencil and eraser.
4. Teacher explains WRAT is a twenty minute test measuring

spelling
arithmetic
reading



proficiency

5. Teacher provides student with positive motivation toward test:
 - a. It is short.
 - b. It is easy.
 - c. It is worth an elective contract credit with an "A" grade.
6. Teacher and teacher aide will pass out WRAT.
7. Teacher will administer two-thirds of the test in the classroom:
 - a. Spelling
 - 1) Administrator instructions located on cover page.
 - 2) Spelling words located on second page of hand out.
 - 3) Time: 12 - 15 minutes.
 - b. Arithmetic
 - 1) Instructions located on third page.

2) Time: 10 minutes.

c. Reading

1) Will be administered by teacher aide
outside room, or at the front of each
classroom on an individual basis.

2) Time: 3 - 7 minutes per student.

TABLE IX

LETTER TO CALIFORNIA STATE EMPLOYMENT SERVICES

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE IX

LETTER TO CALIFORNIA STATE EMPLOYMENT SERVICES REQUESTING
RELEASE OF GATB FOR RESEARCH

July 12, 1968

Miss Marge V. Walker
Occupational Analyst
State of California
Department of Employment
1525 South Broadway
Los Angeles, California 90015

Dear Miss Walker:

Continuation Education System Development Project is a United States Office of Education project attempting to develop an instructional program for the continuation students in the La Puente Union High School District. To accomplish this task it is necessary to first identify the behavioral characteristics which are required for successful performance in job world situations. Some students will go directly into the labor market. Others will go back to regular high school or to other training programs, temporarily delaying their entry into the working world.

Before a curriculum program is capable of developing skills and knowledges, an evaluation of student aptitude will be measured by the General Aptitude Test Battery and administered by California State Employment Service technicians. IBM sheets will be utilized and forwarded to Sacramento for Electronic Data Processing. The scored profiles will be returned to our office to expedite individual counseling and research procedures as outlined in the Interim Status Report. GATB results will be reduced to the following set of categories:

1. Frequency distributions in the form of histograms indicating frequency of each interval of ten standard score units for:
 - a. The norming population
 - b. Anglo continuation students
 - c. Mexican-American continuation students.

2. Calculation of the tenth, twenty-fifth, fiftieth, seventy-fifth, and nintieth percentiles in terms of national percentiles for:
 - a. The Anglo continuation student
 - b. The Mexican-American continuation student.
3. Computation of intercorrelations among each subtest of the GATB and various academic and sociological data that has been obtained from the study for:
 - a. The Anglo continuation student
 - b. The Mexican-American student
 - c. Both populations.
4. The results of 1, 2, and 3 above with more definitive minor subgroupings such as: sex and attendance groups.
5. The comparison of the results of 1, 2, 3, and 4 with academic expectancy data and social expectancy data for the purpose of matching aptitudes of the continuation students with the school and community expectancies.

Respectfully,

J. Alan Jensen
Behavioral Analyst

TABLE X

GENERAL APTITUDE TEST BATTERY

TABLE X

"GENERAL APTITUDE TEST BATTERY," BY BEATRICE DVORAK,
REPRINT FROM BULLETIN OF THE INTERNATIONAL ASSOCIATION
OF APPLIED PSYCHOLOGY

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BULLETIN OF THE INTERNATIONAL ASSOCIATION
OF APPLIED PSYCHOLOGY
Volume 9, Number 2, July-December, 1960
for U. S. Department of Labor's
Bureau of Employment Security

GENERAL APTITUDE TEST BATTERY

by Beatrice J. Dvorak, Ph.D.

Chief, United States Employment Service Division of Testing
U.S. Department of Labor, Washington, D.C.

The General Aptitude Test Battery, popularly known as the GATB, was published in 1947 by the U. S. Employment Service. The battery evolved from the test research work of the U. S. Employment Service during the preceding decade when different aptitude test batteries were validated for a large number of specific occupations. These were used by public employment service offices in the selection of applicants for referral to specific job openings. A need was then recognized for a standard battery of aptitude tests which could be used in counseling individuals who needed help in determining their most suitable vocational possibilities.

In the first decade of the U. S. Employment Service test research, a different experimental battery of tests was used each time a new occupation was studied. About 15 suitable tests would be chosen for tryout in a particular study by inspecting the job analysis information to see which abilities might be involved and by considering the results of previous studies of the same or similar occupations. A new test would be constructed each time there seemed to be a need for a different test. Over a period of years about 100 different tests were constructed from which various combinations of tests would be selected for use in experimental batteries. It was observed that a certain combination of tests would have the best validity in one study and a different set of tests would provide the best validity in another study of the same or similar occupation when a different experimental battery was used. A

question arose regarding the possibility that perhaps many of the tests looked different but might be measuring the same abilities. To answer this question, factor analysis studies were conducted on over 50 tests which had been used over a period of years in order to identify the distinct aptitudes measured by the tests.

The GATB consists of 9 aptitudes which were identified in those factor analysis studies and 12 tests were chosen to measure those aptitudes. Two criteria were used in the choice of the tests--factorial validity and empirical validity. Sometimes the test with the highest factorial validity was disregarded in favor of a test that had acceptable factorial validity but had also repeatedly demonstrated its practical validity against an external criterion of success for a number of jobs. The composition of the GATB is as follows: -

APTITUDES	TESTS
G-Intelligence.	Three-Dimensional Space. Vocabulary. Arithmetic Reasoning.
V-Verbal Aptitude.	Vocabulary.
N-Numerical Aptitude.	Computation. Arithmetic Reasoning.
S-Spatial Aptitude.	Three-Dimensional Space.
P-Form Perception.	Tool Matching. Form Matching.
Q-Clerical Perception.	Name Comparison.
K-Motor Coordination.	Mark Making.
F-Finger Dexterity.	Assembling. Disassembling.
M-Manual Dexterity.	Placing. Turning.

Finger Dexterity and Manual Dexterity are measured with the use of apparatus while the other aptitudes are measured by paper-and-pencil tests. Administration of the GATB requires about two and one-quarter hours.

RELIABILITY

Reliability coefficients for GATB aptitude scores have been obtained on various types of populations--males, females, Employment Service applicants, high school students, and college students. Coefficients of stability have been obtained correlating test and retest scores, with an intervening period of time between testing and retesting. The median coefficient of stability for aptitudes measured by paper-and-pencil tests was .90 for a sample of 276 male Employment Service applicants and .88 for a sample of 246 female Employment Service applicants. The reliability of the aptitudes measured by apparatus was somewhat lower. Coefficients of equivalence have been obtained by correlating scores on alternate forms of the GATB administered at essentially the same time. The median coefficient of equivalence for the aptitudes measured by the paper-and-pencil tests was .88 for a sample of 95 male Employment Service applicants and .86 for a sample of 85 female Employment Service applicants.

NORMS

Raw scores on the tests are converted to aptitude scores. These are standard scores where 100 represents the average of the general working population with a sigma of 20. The general working population sample consisted of 4,000 workers who were selected to be typical of the age, sex, educational, occupational, and geographical distribution of the general working population in the United States.

GATB norms are available for specific occupations and for families of occupations. The development of norms for specific occupations involves the following steps: -

1. Job analysis.
2. Choice of a suitable criterion, such as average hourly production, average hourly earnings, work samples, or supervisors' ratings.
3. Administration of the entire GATB to an experimental sample of employed workers, trainees, or applicants.
4. Selection of significant aptitudes by analysis of data in four ways: correlation of aptitude scores with the criterion; computation of mean scores for all aptitudes and comparison with general working population mean scores; computation of sigmas and comparison with sigmas for general working population; and qualitative analysis of job information.
5. Establishment of norms in terms of minimum qualifying scores for each of the significant aptitudes.

2

No total weighted score is obtained; a qualifying test score is achieved only by attaining at least the minimum score on each of the significant aptitudes. The use of the multiple-cut-off method has an advantage over a composite index by not permitting a high amount of some abilities to compensate for a low amount of other abilities required by the job.

After the norms have been established for a specific occupation, further analysis is made to determine whether the occupation can be grouped with other occupations requiring similar abilities and thus allocated to an occupational family. The Occupational Aptitude Pattern norms for families of occupations consist of cutting scores for three significant aptitudes required by the occupations in the family. Pattern 3, for example, consists of G-Intelligence, N-Numerical Aptitude, and S-Spatial Aptitude, with minimum scores of 125 on G and 115 on N and S. Occupations covered by this pattern are those in Laboratory Science and Engineering and related work. Twenty-three Occupational Aptitude Patterns have been established up to the present time and they cover about 600 occupations.

VALIDITY

Validity coefficients for the norms for specific occupations are obtained by computing the tetrachoric correlation between the test norms and the criterion. These coefficients are either predictive or concurrent validity coefficients. The predictive validity coefficients are obtained by correlating test scores with a subsequent criterion measure; the concurrent validity coefficients are obtained by correlating test scores with measures of concurrent criterion performance. When the correlation is not significant, the norms are not made available for operating use. The median validity coefficient for the specific norms established to date is .65.

Validity coefficients for the Occupational Aptitude Pattern norms for families of occupations are obtained by computing the tetrachoric correlation between the pattern norms and the criterion for occupations within the family. The median validity coefficient for the Occupational Aptitude Pattern norms is .58.

USE OF GATB

The specific norms for occupations are used by local Employment Service Offices in test selection of workers for referral to specific jobs in which the applicant has had no previous experience or training. Employment Service offices throughout the United States test over half a million applicants per year with these specific aptitude test batteries. Follow-up studies are conducted to evaluate the effectiveness of test-selected workers for employers. The test results are used in

making selections of applicants for referral to employers and then the subsequent success of these new workers is compared with that of other workers in the same job in the plant but who were not test selected. Results of such studies have shown that test-selected workers experience lower turnover rates, achieve greater production, and require less training time than non-test-selected workers in the same organization.

The Occupational Aptitude Pattern norms for families of occupations are used in counseling. The grouping of occupations into a relatively small number of families facilitates the process of matching a counselee's aptitudes with the requirements of a wide range of occupations. A counselee's aptitude profile is matched with the 23 Occupational Aptitude Patterns to determine the fields of work that are suitable for his aptitudes. The mechanics of matching is simple. The applicant's profile card is placed on the pattern card so that the aptitude scores on the profile card fall just above the row of corresponding aptitude scores for Pattern 1. The applicant's scores must equal or surpass the three aptitude scores which make up that pattern in order to qualify. This step is repeated by moving the profile card down one row at a time until the individual's aptitude scores have been compared with each of the 23 patterns.

The Occupational Aptitude Pattern norms for families of occupations are used in the counseling of over half a million Employment Service applicants per year. Follow-up studies that have been conducted on the usefulness of the GATB have indicated that counselees who followed the counselors' recommendations made with the use of the GATB were more successful and satisfied in their work than those who entered other types of work.

A number of schools, colleges, and other agencies in this country and abroad are also using the GATB. At the present time 243 individuals or organizations in 55 foreign countries are engaged in adapting the GATB for use on populations in their own countries.

RECENT DEVELOPMENTS

Tentative GATB norms have been developed for use in interpreting the GATB scores of ninth and tenth grade high school students in educational-vocational counseling. These norms are based on data for about 6,000 students tested in seven states. The ninth grade norms average about nine points lower than the adult norms and the tenth grade norms average about five points lower than the adult norms. A longitudinal maturation study is currently in progress in 19 states which will yield data on a larger and more representative sample after the ninth graders tested in 1958 have been retested in the twelfth grade in 1961.

A study is also in progress in 19 states to determine the effect of practice on GATB scores. The objective is to determine how much of the increase in scores from the lower grades to the twelfth grade is attributable to practice effect in addition to maturation so that the norms can be adjusted accordingly. The experimental design for this study involves testing three groups of adults between the ages of 25 and 34. One of these groups will be retested one year later; the second group will be retested two years later; and the third group will be retested three years later. These intervals correspond to the intervals between the initial testing and retesting of the eleventh, tenth, and ninth grade students in the longitudinal maturation study.

The data from the practice effect study will also be used for computing long-term stability coefficients to be used for comparative purposes in interpreting the stability of the aptitudes of the lower grade high school students who have been retested in the twelfth grade in the longitudinal maturation study. Some evidence of the stability of aptitude scores obtained in the ninth grade is already available. The stability of the aptitude scores of the ninth graders compares favorably with the stability of the scores of twelfth graders, especially when one considers that the interval between initial testing and retesting of the ninth graders was three years whereas the interval between initial testing and retesting of the twelfth graders was only three months.

A follow-up study is in progress on the longitudinal maturation study sample to determine the predictive validity of GATB scores of lower grade high school students for high school success. High school course grades are being collected on all graduating seniors in the sample. Some evidence of the predictive validity of the GATB scores of ninth grade students for high school success is already available. The aptitudes most highly related to high school success are G, V, N, Q - Intelligence, Verbal Aptitude, Numerical Aptitude, and Clerical Perception. The validity coefficients are around .50 and the statistical tests of significance indicate that the probability of obtaining these correlations by chance is less than one in ten thousand.

A follow-up study on the predictive validity of the GATB scores of lower grade high school students for occupational and college success is also being conducted on the sample of students in the longitudinal maturation study. Measures of occupational and college success will be obtained for these individuals two years and again seven years after they graduate from high school. There is already considerable evidence that the GATB has a substantial relationship to college success. Studies have been conducted at a number of universities. The results show that the GATB does have value in identifying good college prospects in general as well as for various

areas of specialization. For example, at one university the correlation between the G (Intelligence) score on the GATB and first quarter grades was the same as that for the American Council on Education Psychological Examination. The validity coefficient was .43 and it was statistically significant. It was also found that the GATB was a better predictor of medical scholastic success than the Professional Aptitude Test which had been used by the university.

TABLE XI

VALLEY HIGH SCHOOL FACULTY COMMUNICATION
REGARDING COUNSELING

1. Valley High School faculty communication regarding counseling.
2. Sign-up sheet.

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE XI, 1

VALLEY HIGH SCHOOL FACULTY COMMUNICATION REGARDING COUNSELING

June 5, 1968

Dear Colleague,

Please read this message to your first period and last period classes.

"Students interested in learning their test results should sign up for individual and/or group counseling before the last week of school.

Seniors or students seventeen and one-half years old or older will be given preference for vocational and educational guidance."

The sign up list is attached. Thank you for your cooperation in this matter.

J. Alan Jensen
Behavioral Analyst

/hl

TABLE XI, 2

SIGN-UP SHEET FOR STUDENTS

SIGN UP LIST FOR STUDENTS INTERESTED IN LEARNING THEIR TEST RESULTS THROUGH INDIVIDUAL AND/OR GROUP COUNSELING.

SENIORS OR STUDENTS SEVENTEEN AND ONE-HALF YEARS OLD OR OLDER WILL BE GIVEN PREFERENCE FOR VOCATIONAL AND EDUCATIONAL GUIDANCE.

PLEASE SIGN BEFORE THE LAST WEEK OF SCHOOL.

<u>Number</u>	<u>Name</u>	<u>Age</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

TABLE XII

LETTER OF THANKS

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE XII

LETTER OF THANKS TO ALL EMPLOYED BY PROJECT DURING TESTING

April 8, 1968

Dear

I want to take this opportunity to tell you how much I appreciate your involvement and cooperation with the Continuation Education System Development Project.

Your willingness to attend meetings prior to testing sessions, your quick comprehension of testing procedures and, above all, your wholehearted cooperation brought order and completeness to our testing sessions.

It is a pleasure to know you and to have you working with the Project.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/h1

TABLE XIII

SCHOOL NURSES

1. Letter regarding employment of school nurses for Physical Profile testing.
2. "Health and the Continuation Student in the La Puente Union High School District," by Sue Lohr, School Nurse.

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE XIII, 1

LETTER REGARDING EMPLOYMENT OF SCHOOL NURSES
FOR PHYSICAL PROFILE TESTING

Continuation Education System Development
Project is attempting to determine the availability
of currently employed school nurses in the La Puente
Union High School District; and whether it is
feasible for them to assist us in obtaining health
histories. In order to develop a practical schedule
amenable to both your school's needs and the Project's
requirements, it will be necessary to confer with
both you and your school nurses.

I will contact you by February 23, 1968 to
determine the feasibility of your school's participa-
tion and endorsement in this Project.

Respectfully,

J. Alan Jensen

2/20/68/lm

TABLE XIII, 2

HEALTH AND THE CONTINUATION STUDENT IN THE
LA PUENTE UNION HIGH SCHOOL DISTRICT, (EXCERPTS) BY SUE LOHR

Health of school children is a very serious consideration no matter what the setting may be. The California Education Code specifically states that: "The governing board of any school district shall give diligent care to the health and physical development of pupils, and where sufficient funds are provided by district taxation, shall employ properly certified persons for the work." In the La Puente Union High School District no health supervision is provided for continuation students. According to the 1966-67 Business Advisory Services publication of expenditures of Los Angeles County school districts, La Puente Union High School District spends less on health services than the other eight High School districts. La Puente Union High School District spends only \$3.70 per Average Daily Attendance, 0.56% of its total expenditure, on health services. This is in comparison with \$10.91/ADA or 1.50% for the district spending the most on health services. The County average is: \$6.52 per ADA or 0.93%. It seems reasonable to assume from these figures that La Puente Union High School District could improve health services and part of this improvement could be for continuation students.

The California Education Code, Section 11753, is explicit about who may be employed to supervise children's health. "No physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, chiropodist, school audiometrist, or school nurse shall be employed or permitted to supervise the health and physical development of pupils unless he holds a Health and Development or S.D.S.-Health certificate." The Business and Professions Code, Section 2141, further states that: "School personnel may not diagnose disease in a student and that the school personnel has no authority to treat disease or injury except in cases of emergency and then may only give first aid." An emergency is defined as "an urgent and sudden need" by the Macmillan Medical Dictionary. The American Red Cross defines first aid as: "immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained." Providing first aid and emergency care can hardly be said to fulfill the role of the school in providing health care as set forth by the California Education Code, Sections 11701 or 11753. Who is giving "diligent care to the health and physical development" of the continuation student? In the La Puente Union High School District it appears that no one is.

TABLE XIV

RECORDED HISTORICAL INFORMATION (RHI)

1. Test Sample
2. Response Frequencies - Ethnic
3. Response Frequencies - Attendance Analysis
4. Response Frequencies - Sex
5. Correlations by Sex, Attendance, and Ethnic Groupings

TABLE XIV, 1
RECORDED HISTORICAL INFORMATION

1

1 With whom does student live?

Mother and Father
Mother or Father
Sibling
Other Relative
Guardian

2 Age of male with whom student lives.

21 - 29
30 - 39
40 - 49
50 - 59
60 or over

3 Age of female with whom student lives.

21 - 29
30 - 39
40 - 49
50 - 59
60 or over

4 Occupation of male.

Unskilled or Semiskilled
Skilled
Small Business Owner
White-collar
Professional
Specify _____

5 Occupation of female.

Housewife
Unskilled or Semiskilled
Skilled
Small Business Owner
White-collar Worker (Clerical, etc.)
Specify _____

6 Educational level of male in home.

Elementary
Junior High School
High School
Junior College
Four year college or more

7 Educational level of female in home.

Elementary
Junior High School
High School
Junior College
Four year college or more

8 Marital status of student's parent(s).

Married
Separated or divorced
Widowed
Remarried
Never married

9

Student's sex.

Male

Female

10

Birthplace of student.

California or Western States

Midwest

Eastern

Southern

Foreign born

11

Number of siblings in family.

One

Two - three

Four - six

Seven - nine

Ten or more

12

Student's position in family.

First born

Last born

Middle born

Twin

Other

Specify _____

13

Known handicaps of student.

Visual

Hearing

Physical deformity

Epilepsy

Other

Specify _____

14

Recorded statement of accidents and medical treatment.

Falls and stitched cuts

Breaks/fractures

Seizures

Prolonged illness or hospitalization

Fainting or prolonged dizziness

Other

Specify _____

15

Grade(s) of reported accident and medical treatment.
(If more than one, use letter grade to identify)

K - 2

3 - 5

6 - 7

8 - 9

10 and above

16

Grade first referred for Special Education.

K - 2

3 - 5

6 - 7

8 - 9

10 and above

17

Reason for referral to Special Education.

Speech

Reading

Psychiatric

Behavioral

Other

Specify _____

18

Grade student received first "F" or "U" grade.

K - 2

3 - 5

6 - 7

8 - 9

10 and above

19

Language spoken at home.

English only

Spanish only

English and Spanish

English and some language other than Spanish

Other

20

Number of schools attended while in Elementary grades.

One only

Two only

3 - 4

5 - 7

8 or more

21

Number of schools attended while in Junior High School.

One only

Two only

3 - 4

5 - 7

8 or more

22

Number of schools attended while in High School.

One only

Two only

3 - 4

5 - 7

8 or more

23

Grade of first reported attendance or behavior problem.

K - 2

3 - 6

7 - 8

9 - 10

11 and above

24

Most frequently reported school violations.

Attendance

Academic failure

Dress

Smoking

Discipline problems

25 Reported school action regarding attendance, failure or behavior problems.

Referred to counselor

Letter home

Parent conference

Suspension

Other

Specify _____

26 Stated reason for referral to Continuation High School.

Disciplinary problem

Truancy

Dress violation

Grades

Other

Specify _____

TABLE XIV, 2

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY ETHNIC

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
1.	Anglo	(N=93)	2.2	77.4	17.2	1.1	0.0	2.2
				79.1	17.6	1.1	0.0	2.2
	Mex/Am	(N=42)	4.8	85.7	7.1	0.0	2.4	0.0
				90.0	7.5	0.0	2.5	0.0
2.	Anglo		97.8	0.0	1.1	0.0	1.1	0.0
				0.0	50.0	0.0	50.0	0.0
	Mex/Am		100.0	0.0	0.0	0.0	0.0	0.0
				0.0	0.0	0.0	0.0	0.0
3.	Anglo		97.8	0.0	0.0	1.1	1.1	0.0
				0.0	0.0	50.0	50.0	0.0
	Mex/Am		100.0	0.0	0.0	0.0	0.0	0.0
				0.0	0.0	0.0	0.0	0.0
4.	Anglo		16.1	29.9	37.6	0.0	9.7	9.7
				32.1	44.9	0.0	11.5	11.5
	Mex/Am		11.9	42.9	38.1	0.0	7.1	0.0
				48.6	43.2	0.0	8.1	0.0
5.	Anglo		11.8	60.2*	19.4	3.2	0.0	5.4
				68.3	22.0	3.7	0.0	6.1
	Mex/Am		2.4	81.0*	7.1	2.4	0.0	7.1
				82.9	7.3	2.4	0.0	7.3
6.	Anglo		54.8	7.5	8.6	22.6	4.3	2.2
				16.7	19.0	50.0	9.5	4.4
	Mex/Am		54.8	4.8	16.7	23.8	0.0	0.0
				10.5	36.8	52.6	0.0	0.0
7.	Anglo		52.7	4.3	6.5	32.3	4.3	0.0
				9.1	13.6	68.2	9.1	0.0
	Mex/Am		40.5	9.5	19.0	31.0	0.0	0.0
				16.0	32.0	52.0	0.0	0.0
8.	Anglo		6.5	74.2	4.3	4.3	10.8	0.0
				79.3	4.6	4.6	11.5	0.0
	Mex/Am		7.1	76.2	2.4	7.1	7.1	0.0
				82.1	2.6	7.7	7.7	0.0

Level of Confidence (* = .05); (** = .01)

RHI - ETHNIC

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
9.	Anglo	(N=93)	1.1	65.6	33.3	0.0	0.0	0.0
				66.3	33.7	0.0	0.0	0.0
	Mex/Am	(N=42)	0.0	81.0	19.0	0.0	0.0	0.0
				81.0	19.0	0.0	0.0	0.0
10.	Anglo		4.3	59.1	21.5*	9.7	3.2	2.2
				61.8	22.5	10.1	3.4	2.2
	Mex/Am		4.8	66.7	7.1*	16.7	4.8	0.0
				70.0	7.5	17.5	5.0	0.0
11.	Anglo		11.8	7.5	38.7	36.6	5.4	0.0
				8.5	43.9	41.5	6.1	0.0
	Mex/Am		7.1	4.8	40.5	31.0	9.5	7.1
				5.1	43.6	33.3	10.3	7.7
12.	Anglo		12.9	29.0*	14.0*	31.2	2.2	10.8
				33.3	16.0	35.8	2.5	12.3
	Mex/Am		11.9	9.5*	33.3*	28.6	0.0	16.7
				10.8	37.8	32.4	0.0	18.9
13.	Anglo		76.3	14.0	4.3	0.0	0.0	5.4
				59.1	18.2	0.0	0.0	22.7
	Mex/Am		76.2	9.5	7.1	2.4	2.4	2.4
				40.0	30.0	10.0	10.0	10.0
14.	Anglo		79.6	5.4	2.2	6.5	5.4	1.1**
				26.3	10.5	31.6	26.3	5.3
	Mex/Am		66.7	2.4	7.1	2.4	4.8	16.7**
				7.1	21.4	7.1	14.3	50.0
15.	Anglo		83.9	4.3*	6.5	2.2	3.2	0.0
				26.7	40.0	13.3	20.0	0.0
	Mex/Am		76.2	14.3*	4.8	2.4	2.4	0.0
				60.0	20.0	10.0	10.0	0.0
16.	Anglo		73.1	5.4	12.9	4.3	2.2	2.2
				20.0	48.0	16.0	8.0	8.0
	Mex/Am		76.2	9.5	4.8	4.8	4.8	0.0
				40.0	20.0	20.0	20.0	0.0
17.	Anglo		73.1	6.5	12.9	0.0	3.2	4.3
				24.0	48.0	0.0	12.0	16.0
	Mex/Am		69.0	9.5	14.3	7.1	0.0	0.0
				30.8	46.2	23.1	0.0	0.0

Level of Confidence (* = .05); (** = .01)

RHI - ETHNIC

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
18.	Anglo	(N=93)	8.6	9.7	9.7	7.5	53.8	10.8
				10.6	10.6	8.2	58.8	11.8
	Mex/Am	(N=42)	7.1	2.4	11.9	11.9	61.9	4.8
				2.6	12.8	12.8	66.7	5.1
19.	Anglo		7.5	89.2**	0.0	1.1**	2.2	0.0
				96.5	0.0	1.2	2.3	0.0
	Mex/Am		14.3	40.5**	2.4	40.5**	2.4	0.0
				47.2	2.8	47.2	2.8	0.0
20.	Anglo		21.5	17.2	33.3	26.9	1.1	0.0
				21.9	42.5	34.2	1.4	0.0
	Mex/Am		9.5	7.1	42.9	31.0	9.5	0.0
				7.9	47.4	34.2	10.5	0.0
21.	Anglo		10.8	63.4	19.4	5.4	1.1	0.0
				71.1	21.7	6.0	1.2	0.0
	Mex/Am		21.4	54.8	19.0	4.8	0.0	0.0
				69.7	24.2	6.1	0.0	0.0
22.	Anglo		5.4	1.1**	75.3	17.2	1.1	0.0
				1.1	79.5	18.2	1.1	0.0
	Mex/Am		4.8	16.7**	61.9	16.7	0.0	0.0
				17.5	65.0	17.5	0.0	0.0
23.	Anglo		11.8	5.4	17.2	15.1	47.3	3.2
				6.1	19.5	17.1	53.7	3.7
	Mex/Am		16.7	9.5	9.5	21.4	40.5	2.4
				11.4	11.4	25.7	48.6	2.9
24.	Anglo		5.4	52.7	19.4	4.3	1.1	17.2
				55.7	20.5	4.5	1.1	18.2
	Mex/Am		4.8	61.9	14.3	0.0	2.4	16.7
				65.0	15.0	0.0	2.5	17.5
25.	Anglo		8.6	61.3	14.0	8.6	7.5	0.0
				67.1	15.3	9.4	8.2	0.0
	Mex/Am		14.3	54.8	19.0	2.4	7.1	2.4
				63.9	22.2	2.8	8.3	2.8
26.	Anglo		2.2	44.1	33.3	0.0	11.8	8.6
				45.1	34.1	0.0	12.1	8.8
	Mex/Am		4.8	38.1	28.6	0.0	14.3	14.3
				40.0	30.0	0.0	15.0	15.0

Level of Confidence (* = .05); (** = .01)

TABLE XIV, 3

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY ATTENDANCE

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
1.	Group A (N=76)	2.6		80.3	14.5	0.0	1.3	1.3+
				82.4	14.9	0.0	1.4	1.4++
	Group B (N=55)	3.6		78.2	14.5	1.8	0.0	1.8+
				81.1	15.1	1.9	0.0	1.9++
2.	Group A	98.7		0.0	1.3	0.0	0.0	0.0
				0.0	100.0	0.0	0.0	0.0
	Group B	98.2		0.0	0.0	0.0	1.8	0.0
				0.0	0.0	0.0	100.0	0.0
3.	Group A	98.7		0.0	1.3	0.0	0.0	0.0
				0.0	100.0	0.0	0.0	0.0
	Group B	98.2		0.0	0.0	1.8	0.0	0.0
				0.0	0.0	100.0	0.0	0.0
4.	Group A	15.8		31.6	36.8	0.0	10.5	5.3
				37.5	43.8	0.0	12.5	6.3
	Group B	14.5		36.4	32.7	0.0	7.3	9.1
				42.6	38.3	0.0	8.5	10.6
5.	Group A	6.6		69.7	13.2	3.9	0.0	6.6
				74.6	14.1	4.2	0.0	7.0
	Group B	12.7		63.6	16.4	1.8	0.0	5.5
				72.9	18.8	2.1	0.0	6.3
6.	Group A	57.9		7.9	7.9	22.4	1.3	2.6
				18.8	18.8	53.1	3.1	6.3
	Group B	49.1		3.6	14.5	27.3	5.5	0.0
				7.1	28.6	53.6	10.7	0.0
7.	Group A	50.0		7.9	11.8	26.3	3.9	0.0
				15.8	23.7	52.6	7.9	0.0
	Group B	45.5		3.6	7.3	41.8	1.8	0.0
				6.7	13.3	76.7	3.3	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
8.	Group A	(N=76)	3.9	76.3	2.6	6.6	10.5	0.0+
				79.5	2.7	6.8	11.0	0.0++
	Group B	(N=55)	10.9	69.1	5.5	3.6	10.9	0.0+
				77.6	6.1	4.1	12.2	0.0++
9.	Group A		1.3	67.1	31.6	0.0	0.0	0.0
				68.0	32.0	0.0	0.0	0.0
	Group B		0.0	72.7	27.3	0.0	0.0	0.0
				72.7	27.3	0.0	0.0	0.0
10.	Group A		5.3	59.2	18.4	5.3*	9.2	2.6
				62.5	19.4	5.6	9.7	2.8
	Group B		3.6	61.8	16.4	18.2*	0.0	0.0
				64.2	17.0	18.9	0.0	0.0
11.	Group A		11.8	6.6	32.9	39.5	5.3	3.9
				7.5	37.3	44.8	6.0	4.5
	Group B		9.1	9.1	43.6	30.9	7.3	0.0
				10.0	48.0	34.0	8.0	0.0
12.	Group A		11.8	26.3	21.1	26.3	0.0	14.5
				29.9	23.9	29.9	0.0	16.4
	Group B		12.7	20.0	20.0	34.5	1.8	10.9
				22.9	22.9	39.6	2.1	12.5
13.	Group A		82.9	10.5	2.6	1.3	0.0	2.6
				61.5	15.4	7.7	0.0	15.4
	Group B		67.3	16.4	7.3	0.0	1.8	7.3
				50.0	22.2	0.0	5.6	22.2
14.	Group A		77.6	6.6	1.3	5.3	7.9	1.3*
				29.4	5.9	23.5	35.3	5.9
	Group B		72.7	1.8	5.5	3.6	5.5	10.9*
				6.7	20.0	13.3	20.0	40.0
15.	Group A		84.2	3.9	6.6	2.6	2.6	0.0
				25.0	41.7	16.7	16.7	0.0
	Group B		78.2	10.9	5.5	1.8	3.6	0.0
				50.0	25.0	8.3	16.7	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
16.	Group A	(N=76)	73.7	5.3	10.5	5.3	3.9	1.3+
				20.0	40.0	20.0	15.0	5.0++
	Group B	(N=55)	74.5	9.1	9.1	3.6	1.8	1.8+
				35.7	35.7	14.3	7.1	7.1++
17.	Group A		71.1	7.9	13.2	1.3	2.6	3.9
				27.3	45.5	4.5	9.1	13.6
	Group B		76.4	5.5	12.7	1.8	1.8	1.8
				23.1	53.8	7.7	7.7	7.7
18.	Group A		9.2	6.6	7.9	7.9	56.6	11.8
				7.2	8.7	8.7	62.3	13.0
	Group B		9.1	9.1	9.1	10.9	56.4	5.5
				10.0	10.0	12.0	62.0	6.0
19.	Group A		13.2	65.8**	1.3	17.1**	2.6	0.0
				75.8	1.5	19.7	3.0	0.0
	Group B		7.3	89.1**	0.0	1.8**	1.8	0.0
				96.1	0.0	2.0	2.0	0.0
20.	Group A		18.4	10.5	35.5	32.9	2.6	0.0
				12.9	43.5	40.3	3.2	0.0
	Group B		20.0	21.8	30.9	21.8	5.5	0.0
				27.3	38.6	27.3	6.8	0.0
21.	Group A		11.8	56.6	25.0	5.3	1.3	0.0
				64.2	28.4	6.0	1.5	0.0
	Group B		18.2	63.6	14.5	3.6	0.0	0.0
				77.8	17.8	4.4	0.0	0.0
22.	Group A		1.3	5.3	75.0	17.1	1.3	0.0
				5.3	76.0	17.3	1.3	0.0
	Group B		10.9	5.5	67.3	16.4	0.0	0.0
				6.1	75.5	18.4	0.0	0.0
23.	Group A		14.5	3.9	10.5	17.1	48.7	5.3
				4.6	12.3	20.0	56.9	6.2
	Group B		14.5	9.1	21.8	18.2	36.4	0.0
				10.6	25.5	21.3	42.6	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
24.	Group A (N=76)		2.6	56.6	23.7	1.3	1.3	14.5+
				58.1	24.3	1.4	1.4	14.9++
	Group B (N=55)		9.1	54.5	10.9	5.5	1.8	18.2+
				60.0	12.0	6.0	2.0	20.0++
25.	Group A		13.2	56.6	14.5	6.6	7.9	1.3
				65.2	16.7	7.6	9.1	1.5
	Group B		7.3	61.8	16.4	7.3	7.3	0.0
				66.7	17.6	7.8	7.8	0.0
26.	Group A		3.9	44.7	23.7	0.0	14.5	13.2
				46.6	24.7	0.0	15.1	13.7
	Group B		1.8	43.6	36.4	0.0	10.9	7.3
				44.4	37.0	0.0	11.1	7.4

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

TABLE XIV, 4

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY SEX

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
1.	Male	(N=99)	3.0	83.8	11.1*	0.0	0.0	2.0
	Female	(N=39)	2.6	69.2	23.1*	2.6	2.6	0.0
2.	Male		99.0	0.0	0.0	0.0	1.0	0.0
	Female		97.4	0.0	2.6	0.0	0.0	0.0
3.	Male		99.0	0.0	0.0	1.0	0.0	0.0
	Female		97.4	0.0	2.6	0.0	0.0	0.0
4.	Male		13.1	35.4	36.4	0.0	9.1	6.1
	Female		17.9	25.6	41.0	0.0	7.7	7.7
5.	Male		9.1	69.7	14.1	3.0	0.0	4.0
	Female		7.7	59.0	17.9	5.1	0.0	10.3
6.	Male		50.5	7.1	12.1	26.2	3.0	1.0
	Female		64.1	5.1	7.7	17.9	2.6	2.6
7.	Male		44.4	6.1	11.1	36.4	2.0	0.0
	Female		59.0	5.1	7.7	23.1	5.1	0.0
8.	Male		6.1	77.8	5.1	4.0	7.1	0.0
	Female		7.7	64.1	2.6	5.1	17.9	0.0
9.	Male		1.0	98.0**	1.0**	0.0	0.0	0.0
	Female		0.0	0.0**	100.0**	0.0	0.0	0.0
10.	Male		5.1	58.6	15.2	13.1	6.1	2.0
	Female		2.6	66.7	20.5	7.7	2.6	0.0
11.	Male		12.1	5.1	39.4	36.4	6.1	1.0
				5.7	44.8	41.4	6.9	1.1
	Female		5.1	12.8	35.9	33.3	7.7	5.1
				13.5	37.8	35.1	8.1	5.4
12.	Male		12.1	23.2	24.2*	27.3	0.0	13.1
				26.4	27.6	31.0	0.0	14.9
	Female		12.8	25.6	7.7*	38.5	5.1	10.3
				29.4	8.8	44.1	5.9	11.8

Level of Confidence (* = .05); (** = .01)

RHI - SEX

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
13.	Male	(N=99)	74.7	13.1	5.1	1.0	1.0	5.1
				52.0	20.0	4.0	4.0	20.0
	Female	(N=39)	82.1	10.3	5.1	0.0	0.0	2.6
				57.1	28.6	0.0	0.0	14.3
14.	Male		69.7	1.0	8.1	2.0	8.1	10.1
				3.3	26.7	6.7	26.7	33.3
	Female		92.3	0.0	0.0	2.6	0.0	5.1
				0.0	0.0	33.3	0.0	66.7
15.	Male		76.8	9.1	8.1	2.0	4.0	0.0
				39.1	34.8	8.7	17.4	0.0
	Female		94.9	2.6	0.0	2.6	0.0	0.0
				50.0	0.0	50.0	0.0	0.0
16.	Male		72.7	5.1	12.1	4.0	4.0	2.0
				18.5	44.4	14.8	14.8	7.4
	Female		79.5	10.3	5.1	5.1	0.0	0.0
				50.0	25.0	25.0	0.0	0.0
17.	Male		70.7	8.1	13.1	3.0	3.0	2.0
				27.6	44.8	10.3	10.3	6.9
	Female		76.9	5.1	12.8	0.0	0.0	5.1
				22.2	55.6	0.0	0.0	22.2
18.	Male		10.1	9.1	8.1	12.1*	52.5	8.1
				10.1	9.0	13.5	58.4	9.0
	Female		5.1	2.6	15.4	2.6*	64.1	10.3
				2.7	16.2	2.7	67.6	10.8
19.	Male		9.1	74.7	0.0	13.1	3.0	0.0
				82.2	0.0	14.4	3.3	0.0
	Female		12.8	71.8	2.6	12.8	0.0	0.0
				82.4	2.9	14.7	0.0	0.0
20.	Male		17.2	9.1**	34.3	35.4**	4.0	0.0
				11.0	41.5	42.7	4.9	0.0
	Female		20.5	28.2**	38.5	10.3	2.6	0.0
				35.5	48.4	12.9	3.2	0.0
21.	Male		15.2	60.6	18.2	6.1	0.0	0.0
				71.4	21.4	7.1	0.0	0.0
	Female		10.3	59.0	25.6	2.6	2.6	0.0
				65.7	28.6	2.9	2.9	0.0

Level of Confidence (* = .05); (** = .01)

RHI - SEX

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
22.	Male	5.1	7.1	67.7	19.2	1.0	0.0
			7.4	71.3	20.2	1.1	0.0
	Female	5.1	2.6	79.5	12.8	0.0	0.0
			2.7	83.8	13.5	0.0	0.0
23.	Male	15.2	8.1	16.2	19.2	39.4	2.0
			9.5	19.0	22.6	46.4	2.4
	Female	10.3	2.6	10.3	15.4	56.4	5.1
			2.9	11.4	17.1	62.9	5.7
24.	Male	6.1	53.5	17.2	2.0	1.0	20.2
			57.0	18.3	2.2	1.1	21.5
	Female	2.6	61.5	17.9	5.1	2.6	10.3
			63.2	18.4	5.3	2.6	10.5
25.	Male	7.1	64.6*	17.2	4.0*	6.1	1.0
			69.6	18.5	4.3	6.5	1.1
	Female	17.9	46.2*	12.8	12.8*	10.3	0.0
			56.3	15.6	15.6	12.5	0.0
26.	Male	1.0	47.5	30.3	0.0	12.1	9.1
			48.0	30.6	0.0	12.2	9.2
	Female	7.7	30.8	35.9	0.0	12.8	12.8
			33.3	38.9	0.0	13.9	13.9

Level of Confidence (* = .05); (** = .01)

TABLE XIV, 5

RHI CORRELATIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Sex																	
Attendance	.155																
Ethnic	.127	.079															
Student Lives With	.239	.112	-.220														
Occupation, Mother	.093	-.090	-.229	.011													
Occupation, Father	.212	.229	-.136	.199	-.056												
Marital Status, Parents	.142	.082	-.108	.856	.138	.158											
Sex	.958	-.190	-.147	.220	.084	.191	.124										
Birthplace	.056	-.057	-.206	.267	.079	.057	.221	.027									
No. Siblings	-.116	.059	.107	.040	-.186	-.357	.000	-.142	.074								
Student Position in Family	.026	-.003	.052	-.165	-.193	-.149	-.186	.008	.039	.301							
Grade of First "F"	.052	-.179	.011	-.069	-.036	-.111	-.023	.107	.207	-.000	-.062						
Language Spoken at Home	.033	.209	.595	-.154	-.161	-.008	-.159	-.048	-.289	.149	.095	.007					
No. of Schools Attended-Elem.	.313	-.093	.144	-.062	.005	-.154	-.064	-.365	.117	.225	.036	-.151	-.067				
No. of Schools Attended-Jr.High	.072	-.140	.125	.162	-.073	-.055	.092	.052	.061	.273	-.059	-.185	-.035	.373			
No. of Schools Attended-High	.049	.003	-.046	.104	-.039	.110	.077	-.063	.083	.087	-.215	-.260	-.144	.253	.395		
Grade First Behavior Problem	.220	-.086	-.041	.023	-.082	.039	-.011	.243	.155	.043	.107	.474	.171	-.121	-.077	-.279	

df = 55; .05 significance $\geq .261$; .01 significance $\geq .338$

TABLE XV

SOCIOLOGICAL QUESTIONNAIRE (SOC)

1. Test Sample
2. Response Frequencies - Attendance
3. Response Frequencies - Sex
4. Response Frequencies - Ethnic
5. Correlations by Attendance, Sex and Ethnic Groupings

TABLE XV, 1

SOCIOLOGICAL QUESTIONNAIRE

YOUR ANSWERS TO THE QUESTIONS ON
THE FOLLOWING PAGES WILL HELP US
TO IMPROVE CONTINUATION SCHOOL
PROGRAMS.

ANSWER EACH QUESTION THE BEST YOU CAN.

THE ANSWERS TO THE QUESTIONS WILL BE
KEPT PRIVATE. THE INFORMATION IS FOR
RESEARCH ONLY!

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

3/7/68

1

How old are you now?

- | | | |
|-------------------------------|--------------------------|---|
| 13 years old or younger | <input type="checkbox"/> | a |
| 14 years old | <input type="checkbox"/> | b |
| 15 years old | <input type="checkbox"/> | c |
| 16 years old | <input type="checkbox"/> | d |
| 17 years old or older | <input type="checkbox"/> | e |

2

Where did you attend school before you entered Valley High School?

- | | | |
|---|--------------------------|---|
| Regular high school in this district | <input type="checkbox"/> | a |
| Regular high school in another district | <input type="checkbox"/> | b |
| Another continuation high school | <input type="checkbox"/> | c |
| Some other school (church, camp, juvenile authority) .. | <input type="checkbox"/> | d |
| None of these | <input type="checkbox"/> | e |

3

With whom are you living?

- | | | |
|-----------------------------|--------------------------|---|
| Mother and Father | <input type="checkbox"/> | a |
| Mother or Father only | <input type="checkbox"/> | b |
| Other relatives | <input type="checkbox"/> | c |
| Friends | <input type="checkbox"/> | d |
| None of these | <input type="checkbox"/> | e |

4

Which of these is true in your case?

- | | | |
|---------------------|--------------------------|---|
| Married | <input type="checkbox"/> | a |
| Single | <input type="checkbox"/> | b |
| Engaged | <input type="checkbox"/> | c |
| Going Steady | <input type="checkbox"/> | d |
| None of these | <input type="checkbox"/> | e |

5

How well do you feel that you were doing on school work before you entered Valley High?

Well.....	<input type="checkbox"/>	a
About Average.....	<input type="checkbox"/>	b
Below Average.....	<input type="checkbox"/>	c
Poorly.....	<input type="checkbox"/>	d
Do not know.....	<input type="checkbox"/>	e

6

How well do you feel that you are doing in your school work since you have been at Valley High?

Much Better.....	<input type="checkbox"/>	a
A Little better.....	<input type="checkbox"/>	b
No Change.....	<input type="checkbox"/>	c
Not As Well.....	<input type="checkbox"/>	d
Do not know.....	<input type="checkbox"/>	e

7

How many of the subjects that you are taking now do you feel are of value to you?

All.....	<input type="checkbox"/>	a
Most.....	<input type="checkbox"/>	b
Some.....	<input type="checkbox"/>	c
Few.....	<input type="checkbox"/>	d
None.....	<input type="checkbox"/>	e

8

How do you usually get to Valley High?

Walk.....	<input type="checkbox"/>	a
Ride the Bus.....	<input type="checkbox"/>	b
Drive a car.....	<input type="checkbox"/>	c
Ride in a car.....	<input type="checkbox"/>	d
Ride a bike.....	<input type="checkbox"/>	e

9

Not counting school time, how long do you study each day?

None.....	<input type="checkbox"/>	a
One hour or less.....	<input type="checkbox"/>	b
More than one, but less than two hours.....	<input type="checkbox"/>	c
Two hours or more.....	<input type="checkbox"/>	d
It varies a lot.....	<input type="checkbox"/>	e

10

What languages are spoken by your family?

English only.....	<input type="checkbox"/>	a
English and Spanish.....	<input type="checkbox"/>	b
Spanish only.....	<input type="checkbox"/>	c
English and some language other than Spanish.....	<input type="checkbox"/>	d
Some language other than English or Spanish.....	<input type="checkbox"/>	e

11

What do you like best?

Shop and Practice classes.....	<input type="checkbox"/>	a
The Contract System.....	<input type="checkbox"/>	b
Class discussions.....	<input type="checkbox"/>	c
Movies and slides.....	<input type="checkbox"/>	d
None of these.....	<input type="checkbox"/>	e

12

How long do you plan to stay at Valley High?

Until I graduate.....	<input type="checkbox"/>	a
Until I return to regular school.....	<input type="checkbox"/>	b
Until I am 18 years old.....	<input type="checkbox"/>	c
Until I can get a job.....	<input type="checkbox"/>	d
None of these.....	<input type="checkbox"/>	e

13

How do you spend most of the money that you get?

- I contribute to family support.....
- I spend it on my clothing.....
- To fix and run my car or motorcycle.....
- I buy records, magazines and stuff.....
- I spend it on other things.....

	a
	b
	c
	d
	e

14

How much trouble do you have with your class work and studies?

- No trouble at all; the work is easy.....
- Some trouble, but I can do the work.....
- Some trouble, and I cannot do all the work.....
- I have a lot of trouble, and I cannot do all the work.....
- None of these.....

	a
	b
	c
	d
	e

15

If you go to the public or school library, what do you do there?

- Study and read for school work.....
- Check out books to read at home.....
- Look through different kinds of magazines and books.....
- Meet and talk to friends.....
- None of these.....

	a
	b
	c
	d
	e

16

How often do you go out each week?

- Only on weekends.....
- On weekends, and maybe one week night.....
- Almost every night.....
- I do not go out much at all.....
- None of these.....

	a
	b
	c
	d
	e

17

Do you think you will get married while you are in high school?

Yes.....
 Some chance.....
 Very little chance.....
 No chance.....
 I am already married.....

	a
	b
	c
	d
	e

18

If you are not married when you finish high school, how long do you expect it will be before you are married?

Less than one year later.....
 In about one year.....
 In less than five years.....
 Have no specific plans.....
 Do not feel that I will ever marry.....

	a
	b
	c
	d
	e

19

What do you think your grades will average this year?

A or B or better.....
 About a C.....
 About a D.....
 About an F.....
 I don't know yet.....

	a
	b
	c
	d
	e

20

What are the chances that you will drop out of school before you graduate?

Very good chance.....
 Some chance.....
 Very little chance.....
 No chance.....
 Not sure.....

	a
	b
	c
	d
	e

21

Which of the following is your plan for a job when you finish your schooling?

I haven't thought much about it and I have no plans...

There are many things I'd like to do but I have no plans

I know the job I want and I am taking steps to get it..

I think that it is too early for me to decide.....

None of these.....

a
b
c
d
e

22

If you find work that you like to do how much money would you expect to earn per hour?

\$1.00 per hour.....

\$2.00 per hour.....

\$3.00 per hour.....

\$5.00 per hour.....

I don't know.....

a
b
c
d
e

23

Which of the following is the type of work that your father does?

Trade craft (mechanic, electrician, etc.).....

Professional (engineer, teacher, doctor, etc).....

Laborer (janitor, farm worker, etc.).....

Unemployed.....

None of these.....

a
b
c
d
e

24

How much do you think you would have to make to support a family of four?

\$1.00 per hour (\$40.00 per week).....

\$2.00 per hour (\$80.00 per week).....

\$3.00 per hour (\$120.00 per week).....

At least \$5.00 per hour (\$200.00 per week).....

I have no idea.....

a
b
c
d
e

25

Where does most of your family money come from?

- | | | |
|--|--------------------------|---|
| Father's Paycheck..... | <input type="checkbox"/> | a |
| Mother's Paycheck..... | <input type="checkbox"/> | b |
| Paychecks from more than one member of family..... | <input type="checkbox"/> | c |
| Support from outside (State, County, etc.)..... | <input type="checkbox"/> | d |
| None of these..... | <input type="checkbox"/> | e |

26

How many schools have you attended since you started 9th grade?

- | | | |
|----------------------|--------------------------|---|
| Valley only..... | <input type="checkbox"/> | a |
| One other..... | <input type="checkbox"/> | b |
| Two others..... | <input type="checkbox"/> | c |
| Three others..... | <input type="checkbox"/> | d |
| More than three..... | <input type="checkbox"/> | e |

27

How much schooling do you plan to get?

- | | | |
|--------------------------------|--------------------------|---|
| High school..... | <input type="checkbox"/> | a |
| Trade or Technical School..... | <input type="checkbox"/> | b |
| Junior College..... | <input type="checkbox"/> | c |
| Four year College..... | <input type="checkbox"/> | d |
| None of these..... | <input type="checkbox"/> | e |

28

How much schooling did your father have?

- | | | |
|--------------------------------|--------------------------|---|
| High school..... | <input type="checkbox"/> | a |
| Trade or Technical School..... | <input type="checkbox"/> | b |
| Some College..... | <input type="checkbox"/> | c |
| College degree..... | <input type="checkbox"/> | d |
| None of these..... | <input type="checkbox"/> | e |

29

How much schooling did your mother have?

High school.....	<input type="checkbox"/>	a
Trade or Technical School.....	<input type="checkbox"/>	b
Some College.....	<input type="checkbox"/>	c
College degree.....	<input type="checkbox"/>	d
None of These.....	<input type="checkbox"/>	e

30

How many children are there in your family?

Only me.....	<input type="checkbox"/>	a
One.....	<input type="checkbox"/>	b
Two.....	<input type="checkbox"/>	c
Three.....	<input type="checkbox"/>	d
Four or more.....	<input type="checkbox"/>	e

31

If you are working, how many hours do you work each week?

I do not work.....	<input type="checkbox"/>	a
I work 10 hours or less.....	<input type="checkbox"/>	b
I work more than 10, but less than 20 hours.....	<input type="checkbox"/>	c
I work 20 hours or more, but less than 30 hours.....	<input type="checkbox"/>	d
I work 30 hours or more per week.....	<input type="checkbox"/>	e

32

If you work, what kind of work do you do?

Many different little jobs.....	<input type="checkbox"/>	a
Service Station, Garage, or Mechanic.....	<input type="checkbox"/>	b
Cook, Waiter, Waitress, Bus Boy, or Dishwasher.....	<input type="checkbox"/>	c
Clerk, Typist, Receptionist, or Business Machines.....	<input type="checkbox"/>	d
None of these.....	<input type="checkbox"/>	e

33

Where do you expect to work when you leave Valley High School?

La Puente and Industry Area.....
 Pomona and Riverside Area.....
 East Los Angeles.....
 Downey and Bellflower Area.....
 None of these.....

a
b
c
d
e

34

Why do you think you should finish high school?

It will help me to find a job.....
 I will find a better job.....
 I want a better education.....
 My parents want me to graduate.....
 None of these.....

a
b
c
d
e

35

Which of the following do you feel would improve Valley High?

Morning classes.....
 Physical Education.....
 Smaller classes.....
 More Counseling.....
 None of these.....

a
b
c
d
e

36

I would like to learn more about

Science.....
 A Job Skill.....
 World News.....
 Myself and Others.....
 None of these.....

a
b
c
d
e

37

From which of the following do you learn most about world news?

Talk with friends and family.....
 Radio and TV.....
 Newspapers and Magazines.....
 Teachers and School.....
 None of these.....

a
b
c
d
e

38

Do you expect to:

Be drafted.....
 Enlist.....
 Join Reserves.....
 Stay out of military service.....
 None of these.....

a
b
c
d
e

39

Have you ever been arrested?

I have never been arrested.....
 For disturbing the peace or curfew.....
 For truancy or runaway.....
 Shoplifting or other theft.....
 I have been arrested, but for none of these.....

a
b
c
d
e

40

If you were in personal trouble, who would you go to for help?

Parents.....
 Counselor.....
 Friends.....
 Others.....
 No one.....

a
b
c
d
e

41

Do you feel that it would be worthwhile to have more counseling .
available at Valley High?

- No, there is plenty now.....
- No, just make it easier for us to talk to ones we have..
- More counselors and more time would help.....
- I'd rather get help somewhere else.....
- I don't really care.....

a
b
c
d
e

42

Do you think that continuation school helps students?

- Very much.....
- Quite a lot.....
- If it had lots of changes.....
- Not at all.....
- None of these apply.....

a
b
c
d
e

TABLE XV, 2

SOCIOLOGICAL SURVEY -
TABLE OF RESPONSE FREQUENCIES BY ATTENDANCE

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
1. Group A (N=87)	1.1%	.0%	3.4%	24.1%	44.8%	26.4%*
Group B (N=73)	.0	.0	5.4	19.2	34.2	41.1 *
Group C (N=16)	.0	.0	.0	6.3	68.8	25.0
2. Group A	1.1	75.9	9.2	10.3	1.1	2.3
Group B	.0	76.7	17.8	5.5	.0	.0
Group C	.0	93.8	6.3	.0	.0	.0
3. Group A	1.1	74.7	12.6	5.7	1.1	4.6
Group B	1.4	71.2	19.2	2.7	.0	5.5
Group C	.0	43.8	56.3	.0	.0	.0
4. Group A	1.1	2.3	56.3	8.0	23.0	9.2 *
Group B	1.4	1.4	47.9	13.7	16.4	19.2 *
Group C	.0	.0	43.8	12.5	31.3	12.5
5. Group A	1.1	6.9	24.1	25.3	34.5	8.0
Group B	.0	6.8	28.8	27.4	30.1	6.8
Group C	.0	.0	25.0	56.3	12.5	6.3
6. Group A	1.1	52.9	28.7	2.3 **	1.1	13.8
Group B	.0	38.4	35.6	13.7 **	5.5	6.8
Group C	.0	25.0	18.8	25.0	.0	31.3
7. Group A	1.1	36.8	17.2	24.1	14.9	5.7
Group B	.0	50.7	19.2	16.4	8.2	5.5
Group C	.0	37.5	12.5	12.5	18.8	18.8
8. Group A	1.1	21.8	27.6	12.6	36.8 *	.0
Group B	1.4	23.3	34.2	17.8	21.9 *	1.4
Group C	12.5	31.3	6.3	18.8	25.0	6.3
9. Group A	1.1	66.7	8.0 **	3.4	12.6	8.0
Group B	.0	57.5	23.3 **	4.1	6.8	8.2
Group C	6.3	50.0	18.8	12.5	6.3	6.3
10. Group A	1.1	65.5	25.3	.0	1.1	6.9
Group B	.0	65.8	24.7	.0	4.1	5.5
Group C	.0	56.3	31.3	.0	.0	12.5
11. Group A	2.3	21.8	19.5	12.6	14.9	28.7
Group B	1.4	19.2	27.4	19.2	11.0	21.9
Group C	.0	43.8	12.5	18.8	.0	25.0

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
12.Group A (N=87)	2.3%	37.9%	29.9%	8.0%	5.7%	16.1%
Group B (N=73)	1.4	26.0	38.4	6.8	15.1	12.3
Group C (N=16)	0.0	18.8	50.0	.0	6.3	25.0
13.Group A	4.6	9.2	20.7	16.1	16.1	33.3
Group B	1.4	15.1	15.1	17.8	6.8	43.8
Group C	.0	31.3	6.3	31.3	.0	31.3
14.Group A	3.4	28.7	43.7	10.3	4.6	9.2
Group B	.0	31.5	53.4	8.2	1.4	5.5
Group C	.0	43.8	43.8	6.3	.0	6.3
15.Group A	3.4	14.9	16.1	17.2	12.6	35.6
Group B	1.4	8.2	21.9	15.1	13.7	39.7
Group C	6.3	.0	43.8	.0	6.3	43.8
16.Group A	4.6	13.8	21.8	46.0	6.9	6.9
Group B	.0	12.3	24.7	50.7	8.2	4.1
Group C	.0	18.8	6.3	56.3	18.8	.0
17.Group A	5.7	2.3	17.2	11.5	62.1	1.1
Group B	.0	6.8	12.3	17.8	61.6	1.4
Group C	.0	12.5	18.8	6.3	62.5	.0
18.Group A	5.7	11.5	5.7	14.9	47.1	14.9
Group B	.0	13.7	9.6	20.5	50.7	5.5
Group C	6.3	6.3	18.8	18.8	37.5	12.5
19.Group A	3.4	18.4	37.9	12.6	2.3	25.3
Group B	1.4	19.2	42.5	16.4	5.5	15.1
Group C	.0	6.3	43.8	25.0	.0	25.0
20.Group A	3.4	14.9	10.3	10.3 *	43.7	17.2
Group B	2.7	8.2	17.8	21.9 *	38.4	11.0
Group C	.0	12.5	6.3	43.8	25.0	12.5
21.Group A	5.7	27.6	21.8	31.0	9.2	4.6
Group B	4.1	26.0	23.3	27.4	12.3	6.8
Group C	.0	43.8	6.3	31.3	18.8	.0
22.Group A	6.9	.0	24.1	23.0	23.0	23.0
Group B	1.4	1.4	27.4	31.5	20.5	17.8
Group C	.0	.0	37.5	37.5	.0	25.0
23.Group A	8.0	32.2	13.8	6.9	4.6	34.5
Group B	2.7	24.7	9.6	13.7	4.1	45.2
Group C	6.3	12.5	12.5	12.5	.0	56.3

Level of Confidence (* = .05); (** = .01)

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
24.	Group A (N=87)	4.6%	1.1%	3.4%	34.5%	36.8%	19.5%
	Group B (N=73)	.0	.0	11.0	38.4	37.0	12.3
	Group C (N=16)	6.3	.0	12.5	50.0	18.8	12.5
25.	Group A	4.6	57.5	11.5	16.1	6.9	3.4
	Group B	4.1	54.8	16.4	13.7	6.8	4.1
	Group C	.0	31.3	18.8	25.0	12.5	12.5
26.	Group A	5.7	3.4	42.5 *	23.0	10.3	14.9
	Group B	5.5	5.5	57.5 *	12.3	6.8	12.3
	Group C	.0	6.3	37.5	18.8	6.3	31.3
27.	Group A	5.7	40.2	16.1	21.8	8.0	8.0
	Group B	4.1	42.5	16.4	15.1	11.0	11.0
	Group C	.0	43.8	18.8	25.0	.0	12.5
28.	Group A	6.9	48.3	8.0	4.6	8.0	24.1
	Group B	5.5	39.7	1.4	13.7	5.5	34.2
	Group C	.0	56.3	.0	6.3	6.3	31.3
29.	Group A	8.0	56.3	6.9	3.4	2.3	23.0
	Group B	5.5	54.8	1.4	1.4	1.4	35.6
	Group C	.0	56.3	.0	12.5	6.3	25.0
30.	Group A	6.9	5.7	4.6	6.9	14.9	60.9
	Group B	4.1	2.7	2.7	8.2	19.2	63.0
	Group C	.0	.0	.0	12.5	6.3	81.3
31.	Group A	9.2	70.1	6.9	3.4	3.4	6.9
	Group B	4.1	61.6	6.8	8.2	2.7	16.4
	Group C	6.2	68.8	.0	.0	6.3	18.8
32.	Group A	13.8	8.0	8.0	3.4	3.4	63.2 *
	Group B	11.0	17.8	16.4	8.2	1.4	45.2 *
	Group C	12.5	12.5	.0	18.8	12.5	43.8 *
33.	Group A	9.2	23.0 *	3.4	10.3	2.3	51.7
	Group B	4.1	37.0 *	.0	1.4	2.7	54.8
	Group C	6.3	31.3	6.3	6.3	.0	50.0
34.	Group A	6.9	25.3	33.3	13.8	10.3	10.3
	Group B	4.1	17.8	38.4	16.4	12.3	11.0
	Group C	.0	18.8	37.5	12.5	12.5	18.8
35.	Group A	8.0	39.1	3.4	5.7	9.2	34.5
	Group B	11.0	45.2	5.5	5.5	1.4	31.5
	Group C	6.3	43.8	6.3	.0	.0	43.8

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
36. Group A (N=87)	6.9%	5.7%	44.8%	4.6%	9.2%	28.7%
Group B (N=73)	5.5	5.5	43.8	9.6	12.3	23.3
Group C (N=16)	.0	.0	56.3	18.8	12.5	12.5
37. Group A	6.9	5.7 *	62.1	10.3	2.3	12.6
Group B	4.1	17.8 *	47.9	17.8	2.7	9.6
Group C	.0	6.3	62.5	25.0	6.3	.0
38. Group A	11.5	16.1 *	29.9	1.1	13.8	27.6
Group B	8.2	31.5 *	27.4	2.7	9.6	20.5
Group C	.0	12.5	31.3	6.3	12.5	37.5
39. Group A	9.2	34.5	12.6 **	9.2	11.5	23.0
Group B	5.5	21.9	28.8 **	8.2	11.0	24.7
Group C	.0	56.3	18.8	6.3	.0	18.8
40. Group A	9.2	43.7	4.6	20.7	2.3	19.5
Group B	8.2	37.0	13.7	21.9	4.1	15.1
Group C	6.3	50.0	6.3	6.3	6.3	25.0
41. Group A	13.8	28.7	9.2 *	10.3	1.1	36.8
Group B	9.6	20.5	19.2 *	20.5	1.4	28.8
Group C	12.5	31.3	12.5	25.0	.0	18.8
42. Group A	10.3	31.0 *	17.2	10.3	13.8	17.2
Group B	9.6	15.1 *	20.5	23.3	16.4	15.1
Group C	6.3	6.3	31.3	25.0	25.0	6.3

Level of Confidence (* = .05); (** = .01)

SOC CORRELATIONS — SIGNIFICANT DIFFERENCES

df = 134

.05 ≥ .167[■].01 ≥ .218[°]

XV, 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Sex	1																													
Attendance	2	-.115																												
Ethnic	3	-.068	-.067																											
How old are you now?	4	-.062	.067	-.078																										
With whom living?	5	-.036	.067	-.011	-.013																									
Marital status?	6	.061	-.012	.137	-.045	.017																								
How well doing on sch. wk. before VHS?	7	.062	-.181 [■]	-.099	-.007	.058	.050																							
How well doing at VHS?	8	-.098	.108	-.067	.177 [■]	.079	.012	.153																						
How many subjects of value?	9	-.021	-.048	.012	-.128	-.119	-.152	.026	.268 [°]																					
How long study daily?	10	.134	.080	-.033	.143	.083	.084	-.015	-.060	-.203 [°]																				
Languages spoken at home?	11	-.091	.058	.307 [°]	.054	-.059	.173 [■]	.006	-.050	.041	-.059																			
How long plan to stay at VHS?	12	-.133	.061	-.128	-.124	.182 [■]	-.188 [■]	.017	.227 [°]	.254 [°]	-.066	-.091																		
Trouble with class work?	13	.150	-.184 [■]	.027	-.071	-.056	.078	.214 [°]	.202 [°]	.183 [■]	-.085	-.071	.142																	
Think will get married?	14	-.264 [°]	-.044	.063	.021	.060	-.002	-.027	-.058	-.041	-.065	.045	-.137	-.143																
How long after H.S. get married?	15	-.234 [°]	-.041	-.007	-.106	.101	-.149	.051	.101	.047	-.075	-.024	-.025	.092	.551 [°]															
Grade average this year?	16	.041	-.017	-.048	-.053	.063	.067	.262 [°]	.439 [°]	.220 [°]	-.056	.004	.239 [°]	.281 [°]	.281 [°]	.090	.036													
Chances drop out before graduate?	17	.103	.006	.044	-.016	.147	.006	-.097	-.167 [■]	-.296 [°]	.043	.065	-.243 [°]	-.323 [°]	.213 [■]	.004	-.140													
Plan for a job?	18	.104	.025	.086	.098	.002	.046	.028	-.138	-.039	.002	.030	-.038	.059	-.073	-.194 [■]	-.051	-.003												
How much money expect to earn?	19	-.106	-.107	.125	.085	.042	.003	.138	.067	.088	.053	.035	.156	-.063	.181 [■]	.078	.170	.122	-.056											
How much money to support family of 4?	20	-.197 [■]	-.143	.069	.111	.034	.013	.041	.043	-.011	.056	-.007	.016	-.002	.182 [■]	.085	.104	.202 [■]	.149	.306 [°]										
Where does most of family income come from?	21	.144	.078	.095	-.045	.126	.087	-.118	-.015	-.164	.083	-.061	-.125	-.020	.078	.012	.051	.144	.037	.053	.071									
How many schools before 9th grade?	22	.085	-.003	.120	.131	.138	.023	.040	.141	-.016	.248 [°]	.049	.019	.054	.003	.058	-.003	-.029	-.093	.005	-.072	.128								
How much schooling plan to get?	23	-.060	.019	.012	.152	.179 [■]	.125	.052	.129	.118	.114	.076	.237 [°]	.000	.041	.028	-.014	-.114	-.002	-.033	-.048	-.146	.137							
How much schooling did father have?	24	-.180 [■]	.085	.066	.081	.052	.040	.092	.001	.125	-.009	.162	-.062	-.015	.042	.069	-.004	.019	.091	-.084	-.022	-.167 [°]	.011	.047						
How much schooling did mother have?	25	-.050	.046	-.050	.019	.159	-.068	.118	.097	.115	.037	.007	.047	.038	-.014	-.041	.086	-.122	.049	-.010	-.043	-.147	-.016	.111	.214 [■]					
How many children in family?	26	.113	.041	-.087	-.066	-.028	.048	.071	.152	-.025	-.018	-.056	-.045	.060	-.017	.050	-.118	-.003	.073	.034	-.104	.123	-.039	-.185 [■]	-.108	.000				
How many hours work each week?	27	-.183 [■]	.136	-.052	.255 [°]	.007	-.081	.155	.114	-.114	.016	-.046	-.015	-.059	-.061	-.019	-.003	.020	.053	.090	-.033	.027	.092	-.079	-.005	-.015	-.130			
Ever been arrested?	28	-.277 [°]	-.113	-.066	-.035	-.020	-.104	.108	.104	.042	-.076	.045	.138	.075	.151	.162	-.034	-.069	-.032	.040	-.030	-.076	-.015	.049	-.045	.070	.125	.039		
If in personal trouble, who go to for help?	29	-.218 [°]	-.025	.020	.051	.067	.006	-.068	.161	.070	-.027	.098	.127	-.004	.189 [■]	.286 [°]	.119	-.094	-.186 [■]	.031	-.046	-.047	.148	.050	.028	.129	.175 [■]	-.087	.136	
Do you think Continuation School helps?	30	-.029	.078	.060	-.128	-.020	.006	-.015	.320 [°]	.385 [°]	-.068	-.061	.263 [°]	.114	.002	.033	.146	.010	-.057	.181 [°]	-.044	-.090	-.032	-.035	.041	.064	-.022	-.022	.123	.118
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

TABLE XV, 3

SOCIOLOGICAL SURVEY -
TABLE OF RESPONSE FREQUENCIES BY SEX

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
1. Male (N=128)		.8%	0.0%	3.1%	18.8%	43.8%	33.6%
Female (N=42)		0.0	0.0	7.1	19.0	42.9	31.0
2. Male		.8	78.9	12.5	7.0	.8	0.0
Female		0.0	76.2	9.5	9.5	0.0	4.8
3. Male		1.6	72.7	18.0	3.1	0.0	4.7
Female		0.0	66.7	19.0	7.1	2.4	4.8
4. Male		1.6	1.6	54.7	8.6	18.0	15.6
Female		0.0	0.0	40.5	19.0	31.0	9.5
5. Male		.8	7.8	25.0	29.7	28.9	7.8
Female		0.0	2.4	28.6	28.6	33.3	7.1
6. Male		.8	42.2	31.3	10.2	3.1	12.5
Female		0.0	52.4	23.8	7.1	2.4	14.3
7. Male		.8	43.0	16.4	22.7	10.2	7.0
Female		0.0	40.5	21.4	11.9	19.0	7.1
8. Male		1.6	27.3	23.4	19.5 **	27.3	.8
Female		4.8	14.3	35.7	4.8 **	40.5	0.0
9. Male		.8	64.8	15.6	2.3	10.2	6.3
Female		2.4	54.8	14.3	11.9	9.5	7.1
10. Male		.8	63.3	26.6	0.0	2.3	7.0
Female		0.0	71.4	21.4	0.0	2.4	4.8
11. Male		2.3	27.3 **	18.8	14.8	13.3	23.4
Female		0.0	11.9 **	33.3	16.7	7.1	31.0
12. Male		2.3	27.3 *	35.2	9.4	10.9	14.8
Female		0.0	45.2 *	28.6	0.0	7.1	19.0
13. Male		3.9	14.8	9.4 **	23.4 **	11.7	36.7
Female		0.0	11.9	35.7 **	4.8 **	7.1	40.5
14. Male		2.3	33.6	46.1	9.4	3.1	5.5
Female		0.0	23.8	54.8	7.1	2.4	11.9
15. Male		3.9	10.2	15.6 **	14.8	14.8	40.6 *
Female		0.0	14.3	38.1 **	16.7	7.1	23.8 *

Level of Confidence (* = .05); (** = .01)

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
16.Male (N=128)		3.1%	14.1%	15.6%**	56.3%**	7.8%	3.1%
Female (N=42)		0.0	14.3	35.7 **	26.2 **	11.9	11.9
17.Male		3.1	3.1	12.5	12.5	68.0 **	.8
Female		2.4	11.9	23.8	19.0	42.9 **	0.0
18.Male		3.9	9.4	6.3	18.8	50.0	11.7
Female		2.4	19.0	14.3	14.3	40.5	9.5
19.Male		2.3	17.2	42.2	14.1	4.7	19.5
Female		0.0	16.7	35.7	19.0	0.0	28.6
20.Male		3.1	12.5	14.1	18.0	39.8	12.5
Female		0.0	11.9	11.9	14.3	42.9	19.0
21.Male		5.5	27.3	20.3	31.3	10.9	4.7
Female		0.0	31.0	23.8	26.2	14.3	4.8
22.Male		4.7	0.0	21.9 *	29.7	24.2	19.5
Female		0.0	2.4	38.1 *	23.8	9.5	26.2
23.Male		5.5	24.2	11.7	13.3	3.9	41.4
Female		2.4	38.1	11.9	2.4	4.8	40.5
24.Male		3.9	0.0	4.7 **	34.4	44.5 **	12.5
Female		0.0	2.4	16.7 **	47.6	9.5 **	23.8
25.Male		3.9	55.5	16.4	14.1	6.3	3.9
Female		2.4	52.4	7.1	21.4	9.5	7.1
26.Male		4.7	4.7	48.4	20.3	8.6	13.3
Female		2.4	4.8	50.0	11.9	9.5	21.4
27.Male		3.9	39.1	17.2	18.8	10.2	10.9
Female		2.4	47.6	16.7	23.8	2.4	7.1
28.Male		4.7	43.0	3.1	7.8	7.8	33.6
Female		2.4	59.5	9.5	4.8	4.8	19.0
29.Male		6.3	53.1	3.9	3.9	3.1	29.7
Female		2.4	61.9	4.8	2.4	0.0	28.6
30.Male		3.9	4.7	4.7	7.0	16.4	63.3
Female		4.8	2.4	0.0	9.5	11.9	71.4
31.Male		5.5	62.5 **	6.3	7.0	3.9	14.8
Female		7.1	78.6 **	7.1	0.0	2.4	4.8

Level of Confidence (* = .05); (** = .01)

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
32.	Male (N-128)	10.2%	12.5%	13.3%	8.6%	3.1%	52.3%
	Female (N=42)	11.9	14.3	4.8	2.4	4.8	61.9
33.	Male	4.7	27.3	2.3	7.0	2.3	56.3
	Female	9.5	35.7	2.4	4.8	2.4	45.2
34.	Male	3.9	23.4	41.4 **	11.7	7.8 **	11.7
	Female	4.8	19.0	21.4 **	21.4	23.8 **	9.5
35.	Male	8.6	45.3	5.5	4.7	4.7	31.3
	Female	7.1	28.6	2.4	7.1	7.1	47.6
36.	Male	4.7	3.9	46.9	9.4	7.8	27.3
	Female	4.8	9.5	45.2	2.4	19.0	19.0
37.	Male	3.9	10.2	57.0	15.6	3.9	9.4
	Female	4.8	11.9	57.1	11.9	0.0	14.3
38.	Male	4.7 **	28.9	36.7 **	3.1	16.4	10.2 **
	Female	16.7 **	2.4	9.5 **	0.0	0.0	71.4 **
39.	Male	5.5	26.6 **	21.9	6.3	11.7	28.1 *
	Female	7.1	45.2 **	16.7	14.3	7.1	9.5 *
40.	Male	6.3	37.5	10.2	20.3	2.3	23.4 **
	Female	11.9	52.4	4.8	19.0	7.1	4.8 **
41.	Male	10.2	26.6	11.7	16.4	.8	34.4
	Female	11.9	26.2	19.0	14.3	2.4	26.2
42.	Male	8.6	21.9	20.3	16.4	16.4	16.4
	Female	7.1	26.2	19.0	19.0	16.7	11.9

Level of Confidence (* = .05); (** = .01)

TABLE XV, 4

SOCIOLOGICAL SURVEY -
TABLE OF RESPONSE FREQUENCIES BY ETHNIC

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
1. Anglo (N=128)	.8%	0.0%	3.9%	20.3%	39.8%	35.2%
Mex/Am (N=45)	0.0	0.0	4.4	22.2	48.9	24.4
2. Anglo	.8	76.6	13.3	7.0	.8	1.6
Mex/Am	0.0	80.0	11.1	8.9	0.0	0.0
3. Anglo	1.6	68.8	20.3	4.7	.8	3.9
Mex/Am	0.0	75.6	15.6	2.2	0.0	6.7
4. Anglo	.8	1.6	53.1	11.7	20.3	12.5
Mex/Am	2.2	2.2	51.1	8.9	17.8	17.8
5. Anglo	.8	4.7	25.0	28.9	34.4 *	6.3
Mex/Am	0.0	11.1	28.9	31.1	17.8 *	11.1
6. Anglo	.8	43.8	29.7	8.6	2.3	14.8
Mex/Am	0.0	44.4	33.3	11.1	4.4	6.7
7. Anglo	.8	43.0	20.3	18.0	10.9	7.0
Mex/Am	0.0	40.0	8.9	26.7	17.8	6.7
8. Anglo	2.3	21.1	28.9	17.2	28.9	1.6
Mex/Am	2.2	31.1	24.4	11.1	31.1	0.0
9. Anglo	.8	61.7	14.1	4.7	10.9	7.8
Mex/Am	2.2	60.0	17.8	4.4	6.7	8.9
10. Anglo	.8	76.6 **	14.8 **	0.0	2.3	5.5
Mex/Am	0.0	33.3 **	55.6 **	0.0	2.2	8.9
11. Anglo	2.3	18.8 *	25.0	18.0	12.5	23.4
Mex/Am	0.0	33.3 *	11.1	11.1	11.1	33.3
12. Anglo	2.3	25.8 **	39.1	6.3	9.4	17.2
Mex/Am	0.0	44.4 **	24.4	8.9	11.1	11.1
13. Anglo	2.3	11.7	19.5	18.0	7.8 *	40.6
Mex/Am	4.4	17.8	11.1	17.8	20.0 *	28.9
14. Anglo	1.6	28.1	53.1	8.6	1.6	7.0
Mex/Am	2.2	37.8	35.6	8.9	6.7	8.9
15. Anglo	2.3	11.7	18.8	16.4	11.7	39.1
Mex/Am	4.4	6.7	28.9	11.1	13.3	35.6

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
16. Anglo (N=128)	1.6%	12.5%	23.4%	48.4%	9.4%	4.7%
Mex/Am (N=45)	4.4	13.3	17.8	51.1	6.7	6.7
17. Anglo	2.3	6.3	14.8	14.1	61.7	.8
Mex/Am	4.4	2.2	15.6	11.1	64.4	2.2
18. Anglo	2.3	11.7	8.6	18.0	51.6	7.8
Mex/Am	6.7	13.3	4.4	15.6	40.0	20.0
19. Anglo	2.3	18.8	38.3	13.3	3.1	24.2
Mex/Am	2.2	15.6	42.2	22.2	4.4	13.3
20. Anglo	3.1	11.7	12.5	19.5	39.1	14.1
Mex/Am	2.2	11.1	13.3	15.6	42.2	15.6
21. Anglo	3.9	27.3	21.1	29.7	13.3 *	4.7
Mex/Am	6.7	33.3	22.2	28.9	2.2 *	6.7
22. Anglo	3.9	.8	27.3	29.7	18.8	19.5
Mex/Am	4.4	0.0	22.2	24.4	24.4	24.4
23. Anglo	4.7	31.3 *	11.7	9.4	4.7	38.3
Mex/Am	8.9	15.6 *	13.3	13.3	.0	48.9
24. Anglo	3.1	.8	8.6	37.5	34.4	15.6
Mex/Am	4.4	.0	4.4	37.8	35.6	17.8
25. Anglo	3.9	56.3	13.3	15.6	6.3	4.7
Mex/Am	4.4	48.9	17.8	17.8	6.7	4.4
26. Anglo	4.7	3.9	50.0	20.3	7.0	14.1
Mex/Am	6.7	6.7	44.4	11.1	11.1	20.0
27. Anglo	4.7	40.6	16.4	19.5	8.6	10.2
Mex/Am	4.4	42.2	17.8	17.8	8.9	8.9
28. Anglo	4.7	45.3	5.5	10.2	7.0	27.3
Mex/Am	8.9	46.7	.0	4.4	6.7	33.3
29. Anglo	6.3	54.7	3.9	3.1	3.1	28.9
Mex/Am	6.7	60.0	2.2	4.4	.0	26.7
30. Anglo	5.5	4.7	3.9	7.8	13.3	64.8
Mex/Am	4.4	2.2	2.2	4.4	24.4	62.2
31. Anglo	6.3	66.4	5.5	6.3	3.1	12.5
Mex/Am	8.9	64.4	8.9	2.2	4.4	11.1

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
32. Anglo (N=128)	12.5%	13.3%	10.2%	8.6%	4.7%	50.8%
Mex/Am (N=45)	13.3	11.1	13.3	2.2	.0	60.0
33. Anglo	7.0	29.7	1.6	5.5	3.1	53.1
Mex/Am	6.7	31.1	2.2	6.7	.0	53.3
34. Anglo	5.5	19.5	35.9	14.8	11.7	12.5
Mex/Am	4.4	24.4	35.6	15.6	11.1	8.9
35. Anglo	9.4	44.5	4.7	5.5	6.3	29.7 *
Mex/Am	8.9	35.6	4.4	2.2	.0	48.9 *
36. Anglo	6.3	3.9	45.3	8.6	10.9	25.0
Mex/Am	4.4	6.7	46.7	6.7	11.1	24.4
37. Anglo	5.5	11.7	60.9	10.9	3.9	7.0 *
Mex/Am	4.4	6.7	44.4	24.4	.0	20.0 *
38. Anglo	10.9	21.9	32.0	2.3	10.9	21.9
Mex/Am	4.4	24.4	22.2	2.2	15.6	31.1
39. Anglo	7.0	30.5	18.8	9.4	10.2	24.2
Mex/Am	6.7	28.9	24.4	6.7	11.1	22.2
40. Anglo	9.4	41.4	7.8	21.9	3.9	15.6
Mex/Am	6.7	37.8	11.1	15.6	2.2	26.7
41. Anglo	11.7	25.8	14.8	15.6	.8	31.3
Mex/Am	13.3	24.4	11.1	15.6	2.2	33.3
42. Anglo	9.4	21.9	23.4	14.8	17.2	13.3
Mex/Am	11.1	20.0	11.1	22.2	13.3	22.2

Level of Confidence (* = .05); (** = .01)

TABLE XVI

PHYSICAL PROFILE (PP)

1. Test Sample
2. Response Frequencies - Sex
3. Response Frequencies - Ethnic
4. Response Frequencies - Attendance
5. Correlations by Sex, Attendance, and Ethnic Groupings

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-3791

LEON EAST

Project Director

TABLE XVI, 1

PHYSICAL PROFILE

Current Health Status of Valley High School Students:
Findings and Recommendations

Student Number _____

Date of Report _____

Report Completed by _____

Answer each question the best you can.

The answers will be kept private. The

information is for research purposes only.

Revised 3-22-68

GENERAL HISTORICAL INFORMATION

-1-

Please list all of the people living in your home at the present time, including yourself. Give their sex, age and how long each has lived in the home.

Relationship	Sex	Age	Length of time

If you are not living with your natural mother and father, when did the separation take place and what caused it? (i.e., divorce, death, etc.)

HEALTH HISTORY INFORMATION

- 2 -

Indicate any of the following illnesses the student remembers having-giving age, severity and complications wherever possible.

Chickenpox _____

Tuberculosis _____

Diphtheria _____

Gonorrhea _____

Encephalitis _____

Syphilis _____

German Measles _____

Asthma _____

Infectious Mononucleosis _____

Coma _____

Influenza _____

Convulsions _____

Malaria _____

Diabetes _____

Measles _____

Epilepsy _____

Meningitis _____

Hay Fever _____

Mumps _____

Heart Disease _____

Pneumonia _____

Kidney Disease _____

Poliomyelitis _____

Rheumatic Fever _____

Scarlet Fever _____

Unconsciousness _____

Strep Throat _____

Other illnesses not listed above _____

HEALTH HISTORY INFORMATION

- 3 -

List any accidents and operations student remembers, the date, severity, complications, developmental problems, etc. _____

Does student know of any birth trauma? If so, list nature, severity, complications, developmental problems, etc. _____

Approximately how often is student absent from school? What is the usual cause, what treatment given? _____

HEALTH HISTORY FROM STUDENT

4

1

Blood Pressure of Student

Below 90/60	<input type="checkbox"/>	a
90/60 to 99/68	<input type="checkbox"/>	b
100/70 to 130/85	<input type="checkbox"/>	c
131/86 to 140/90	<input type="checkbox"/>	d
Above 140/90	<input type="checkbox"/>	e

2

Pulse Rate of Student per minute

50 to 69	<input type="checkbox"/>	a
70 to 85	<input type="checkbox"/>	b
86 to 100	<input type="checkbox"/>	c
101 to 120	<input type="checkbox"/>	d
Above 120	<input type="checkbox"/>	e

3

What is student's height?

Less than 56"	<input type="checkbox"/>	a
56" to 59-3/4"	<input type="checkbox"/>	b
60" to 65"	<input type="checkbox"/>	c
65-1/4" to 70"	<input type="checkbox"/>	d
70-1/4" to 74" or above	<input type="checkbox"/>	e

4

What is student's weight?

Less than 90 lbs.	<input type="checkbox"/>	a
90 lbs. to 110 lbs.	<input type="checkbox"/>	b
111 lbs. to 130 lbs.	<input type="checkbox"/>	c
131 lbs. to 150 lbs.	<input type="checkbox"/>	d
150 lbs. to 170 lbs. or more	<input type="checkbox"/>	e

HEALTH HISTORY FROM STUDENT

5

5

Student's body proportion.

Ectomorphic	<input type="checkbox"/>	a
Endomorphic	<input type="checkbox"/>	b
Mesomorphic	<input type="checkbox"/>	c

6

Student's present nutritional condition

Emaciated	<input type="checkbox"/>	a
Poor	<input type="checkbox"/>	b
Fair	<input type="checkbox"/>	c
Good	<input type="checkbox"/>	d
Excellent	<input type="checkbox"/>	e

7

Present speech pattern

Normal	<input type="checkbox"/>	a
Slight impediment	<input type="checkbox"/>	b
Moderate impediment	<input type="checkbox"/>	c
Severe impediment	<input type="checkbox"/>	d

8

Quality of articulation

Poor	<input type="checkbox"/>	a
Fair	<input type="checkbox"/>	b
Good	<input type="checkbox"/>	c
Excellent	<input type="checkbox"/>	d

HEALTH HISTORY FROM STUDENT

6

9

Has student ever had speech therapy?

Yes a
No b

10

If so, by whom?

Private speech therapy a
Public school speech therapy b
Combination of both c
Other d

11

When did he begin speech therapy?

Preschool a
Elementary school b
Junior High School c
High school d

12

How long did he have therapy?

Less than a year a
1 - 2 years b
2 - 4 years c
4 - 7 years d
More than 7 years e

HEALTH HISTORY FROM STUDENT

7

13

For what speech condition?

Infantile speech	<input type="checkbox"/>	a
Delayed speech	<input type="checkbox"/>	b
Nasal speech	<input type="checkbox"/>	c
Stuttering	<input type="checkbox"/>	d
Physical abnormality or other	<input type="checkbox"/>	e

14

Apparent present condition of teeth

Good (well cared for)	<input type="checkbox"/>	a
Moderate caries	<input type="checkbox"/>	b
Severe caries	<input type="checkbox"/>	c
Need cleaning	<input type="checkbox"/>	d
Moderate to severe orthodontia problems	<input type="checkbox"/>	e

15

How often does the student visit a dentist?

6 mo. - 1 year	<input type="checkbox"/>	a
1 year - 2 years	<input type="checkbox"/>	b
2 years - 5 years	<input type="checkbox"/>	c
Over 5 years	<input type="checkbox"/>	d
Only when necessary	<input type="checkbox"/>	e

16

How often does the student see the doctor?

6 mo. - 1 year	<input type="checkbox"/>	a
1 year - 2 years	<input type="checkbox"/>	b
2 years - 5 years	<input type="checkbox"/>	c
Over 5 years	<input type="checkbox"/>	d
Only when necessary	<input type="checkbox"/>	e

HEARING

8

17

If student has ever had a hearing problem when did he first become aware of it?

Preschool
Elementary school
Junior High school
High school

a
b
c
d

18

Which ear?

Right ear
Left ear
Both ears

a
b
c

19

Was student ever treated by a doctor for it?

Yes
No

a
b

20

Treatment of ear or auditory problem

Surgical treatment
Drugs
Lip reading
Hearing Aid
Other

a
b
c
d
e

HEARING

9

21

Etiology of auditory problem

Illness

Accident

Birth trauma

Other

Don't know

a

b

c

d

e

AUDITORY INFORMATION

-10-

1. Audiometer (Screen out at 15 db)

Right Ear OK at 15 db. _____

250 _____

500 _____

1000 _____

2000 _____

4000 _____

Left Ear OK at 15 db. _____

250 _____

500 _____

1000 _____

2000 _____

4000 _____

VISION

11

22

If student has ever had a vision problem, approximately when was he first aware of it?

Preschool
Elementary school
Junior High school
High school

a
b
c
d

23

What type of trouble?

Near sighted
Astigmatism
Far sighted
Strabismus
Other

a
b
c
d
e

24

Was student ever treated by a doctor for it?

Yes
No
Does not know or remember

a
b
c

25

Treatment of problem.

Eye surgery
Glasses prescribed
Eye surgery as well as glasses
Eye exercises
Eye patching
Reading/vision clinic
All of these
None of these
Told his eyes were ok
Other

a
b
c
d
e
f
g
h
i
j

VISION

12

26

Should student be wearing glasses now?

Yes

No

Does not know or remember

a

b

c

27

Under what conditions should student be wearing glasses?

At all times

For close work only

For distant work only

To drive the car

Does not know or remember

a

b

c

d

e

28

Does student wear glasses as prescribed?

Yes

No

Sometimes, when he remembers

When he has headaches or his eyes hurt

Never

a

b

c

d

e

VISION INFORMATION

-13-

Snellen Chart.

Without glasses

Right eye _____

Left eye _____

Both eyes _____

With glasses

Right eye _____

Left eye _____

Both eyes _____

Sight Screener.

Comments _____

Telebinocular _____

Comments and/or summarization or results - recommendations, etc.

3

INSTRUCTIONS FOR DOMINANCE TESTS

-14-

POINTING ARM

Have student point to an object across the room.
Note arm used.

SIGHTING EYE (far)

Take a 5" x 8" card with a 1" x 1" hole cut in the center of it. Ask the student to pick up the card and holding it at arm length, sight an object through the hole. While the student holds the card steady have him close first one eye and then the other WITHOUT moving the card. Note the eye which the student states continues to see the object through the hole without moving the card.

KICKING LEG

Have student stand and emulate kicking a football. Note leg used to kick.

PICKING-UP ARM

Have student sit at desk with a pencil and paper in front of him. Ask student to write his name on the paper. Note hand which he PICKS UP the pencil with.

NOSE-FINGER-EYE (near)

Have student hold a finger out in front of his face. Ask him to bring the finger to his nose. Note EYE toward which finger moves.

CROSSED LEGS

Ask student to cross legs. Note top leg.

CROSSED ARMS

Ask student to cross arms. Note top arm.

INSTRUCTIONS FOR DOMINANCE TESTS (CON'L'D)

-15-

FINGER-EYE-ALIGNMENT

Have student point to an object across the room and line it up with both eyes. Then, without moving his finger have him close first one eye and then the other. Note eye which student states SEEMS TO HOLD THE FINGER CLOSEST TO THE OBJECT.

HOPPING LEG

Ask student to hop on one foot. Note leg used.

DOMINANCE TERMS

-16-

Lateral Dominance	The preferred use and superior functioning of one side of body over the other.
Crossed Dominance	Dominant hand and eye appear on opposite sides of body.
Incomplete Dominance	Equal use of both sides in hand, eye, and leg.
Impartial Dominance	Same as incomplete.
Mixed Dominance	Includes both crossed and incomplete.
Converted Dominance	Shift in dominance has taken place.
Unilateral Dominance	One sided as opposed to crossed.
Eye Dominance	The selection of the eye habitually used for sighting.

According to the majority of thinkers in the field of reading disabilities and body dominance a large number of children with some type of reading problem are found to have a **CROSSED DOMINANCE** of the body.

DOMINANCE INFORMATION

-17-

A. Pointing Arm	R. _____	L. _____	E. _____
B. Sighting Eye (far)	R. _____	L. _____	E. _____
C. Kicking Leg	R. _____	L. _____	E. _____
D. Picking-up Arm	R. _____	L. _____	E. _____
E. Nose-finger-eye (near)	R. _____	L. _____	E. _____
F. Cross Legs	R. _____	L. _____	E. _____
G. Cross Arms	R. _____	L. _____	E. _____
H. Finger-eye Alignment	R. _____	L. _____	E. _____
I. Hopping Leg	R. _____	L. _____	E. _____

RESULTS ON DOMINANCE TESTS

Lateral Dominance _____

Crossed Dominance _____

Incomplete or impartial dominance _____

Mixed Dominance _____

Converted Dominance _____

Unilateral Dominance _____

TABLE XVI, 2

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Male (N=106)	0.0	0.0	20.8**	62.3**	13.2	3.8**			
Female (N=47)	0.0	0.0	51.1**	8.5**	21.3	19.1**			
Reason for Separation:									
Male	0.0	63.2	20.8	7.5	6.6	0.9	0.0	0.9	
Female	0.0	55.3	17.0	6.4	12.8	2.1	0.0	6.4	
Severe Illness:									
Male	0.0	80.2	16.0	3.8	0.0	0.0			
Female	0.0	85.1	14.9	0.0	0.0	0.0			
Major Health Traumas:									
Male	0.0	43.4**	20.8	0.9	18.9	12.3	0.0	3.8	
Female	0.0	66.0**	12.8	0.0	14.9	4.3	2.1	0.0	
Birth Traumas:									
Male	0.0	84.0	4.7	9.4	0.9	0.9			
Female	0.0	93.6	2.1	2.1	0.0	2.1			
Medical Reason for Absences:									
Male	0.0	84.9**	0.9	11.3	0.0	0.0	1.9	0.9	1.9
Female	0.0	61.7**	2.1	12.8	6.4	4.3	0.0	2.1	10.6
Condition of Teeth:									
Male	0.0	43.4	32.1	12.3	11.3*	0.9			
Female	0.0	34.0	40.4	21.3	2.1*	2.1			
See Dentist:									
Male	7.5	20.8	9.4	2.8	8.5	50.9			
Female	17.0	31.9	2.1	6.4	6.4	36.2			
See Doctor:									
Male	0.0	16.0	10.4	1.9	2.8	68.9			
Female	6.4	17.0	2.1	0.0	2.1	72.3			

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Right Ear - Low Range:									
Male (N=106)	0.0	73.6	20.8	5.7*	0.0	0.0			
Female (N=47)	2.1	63.8	19.1	14.9*	0.0	0.0			
Right Ear - High Range:									
Male	0.0	0.0	0.0	0.0	88.7	10.4			
Female	0.0	0.0	0.0	0.0	80.8	19.2			
Left Ear - Low Range:									
Male	0.9	81.1*	13.2*	4.7	0.0	0.0			
Female	2.1	61.7*	25.5*	10.6	0.0	0.0			
Left Ear - High Range:									
Male	0.9	0.0	0.0	0.0	92.5**	6.6*			
Female	4.3	0.0	0.0	0.0	76.6**	19.1*			
Right Eye Without Corrective Lenses:									
Male	0.9	61.3	12.3	25.5*	0.0	0.0			
Female	4.3	72.3	12.8	10.6*	0.0	0.0			
Left Eye Without Corrective Lenses:									
Male	0.9	63.2	8.5	27.4	0.0	0.0			
Female	4.3	68.1	10.6	17.0	0.0	0.0			
Both Eyes Without Corrective Lenses:									
Male	0.9	58.5	7.5	33.0*	0.0	0.0			
Female	0.0	72.3	6.4	17.0*	4.3	0.0			
Right Eye With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	4.3	0.0	0.0	0.0			
Left Eye With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	4.3	0.0	0.0	0.0			
Both Eyes With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	2.1	0.0	2.1	0.0			

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Telebinocular:

Male (N=106)	0.9	73.6	25.5	0.0	0.0	0.0			
Female (N=47)	0.0	78.7	21.3	0.0	0.0	0.0			

Vision Summary:

Male	0.0	52.8	36.8	0.0	4.7	5.7			
Female	0.0	66.0	27.7	0.0	4.3	2.1			

Dominance Summary:

Male	0.9	8.5	14.2	11.3	16.0	35.8	5.6	5.7
Female	0.0	2.1	12.8	12.8	10.6	44.7	8.5	8.5

Blood Pressure:

Male	0.0	0.9	6.6	81.1	7.5	3.8		
Female	2.1	0.0	14.9	78.7	2.1	2.1		

Pulse Rate:

Male	0.0	17.0	61.3**	18.9**	1.9**	0.9
Female	0.0	0.0	2.1**	74.5**	23.4**	0.0

Height:

Male	0.0	2.8	7.5	18.9*	50.0**	20.8
Female	0.0	0.0	2.1	4.3*	72.3**	21.3

Weight:

Male	0.0	0.0	12.3**	19.8	37.7*	30.2
Female	0.0	0.0	31.9**	31.9	17.0*	19.1

Body Proportion:

Male	0.0	43.4	8.5**	48.1	0.0	0.0
Female	0.0	38.3	27.7**	34.0	0.0	0.0

Nutrition:

Male	0.0	0.0	1.9	36.8*	50.0**	11.3
Female	0.0	0.0	4.3	19.1*	72.3**	4.3

Speech Patterns:

Male	0.0	97.2	2.8	0.0	0.0	0.0
Female	0.0	100.0	0.0	0.0	0.0	0.0

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Articulation:									
Male (N=106)	1.9	0.0	22.6*	63.2**	12.3	0.0			
Female (N=47)	2.1	0.0	6.4*	83.0**	8.5	0.0			
Speech Therapy:									
Male	9.4	9.4	81.1	0.0	0.0	0.0			
Female	2.1	14.9	83.0	0.0	0.0	0.0			

Level of Confidence (* = .05); (** = .01)

TABLE XVI, 3

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Anglo (N=98)	0.0	0.0	53.1**	14.3	20.4*	12.2*			
Mex/Am (N=49)	0.0	0.0	75.5**	16.3	6.1*	2.0*			
Reason for Separation:									
Anglo	0.0	55.1**	26.5**	5.1	7.1	2.0	0.0	4.1	
Mex/Am	0.0	77.6**	4.1**	8.2	10.2	0.0	0.0	0.0	
Severe Illnesses:									
Anglo	0.0	83.7	15.3	1.0					
Mex/Am	0.0	81.6	12.2	6.1					
Major Health Traumas:									
Anglo	0.0	51.0	18.4	0.0	22.5	9.2	1.0	4.0	0.0
Mex/Am	0.0	46.9	18.4	2.0	20.4	12.2	0.0	6.1	2.0
Birth Traumas:									
Anglo	0.0	87.8	3.1	8.2	0.0	1.0			
Mex/Am	0.0	83.7	6.1	8.1	0.0	0.0			
Medical Reason for Absences:									
Anglo	0.0	76.5	1.0	11.2	3.1	1.0	1.0	2.0	5.1
Mex/Am	0.0	79.6	2.0	14.3	0.0	2.0	2.0	0.0	2.0
Condition of Teeth:									
Anglo	0.0	38.8	36.7	15.3	8.2	1.0			
Mex/Am	0.0	38.8	32.7	16.3	10.2	2.0			
See Dentist:									
Anglo	11.2	29.6	5.1	4.1	5.1	44.9			
Mex/Am	10.2	15.9	9.1	4.5	11.4	59.1			
See Doctor:									
Anglo	3.1	18.4	7.1	1.0	0.0	70.4			
Mex/Am	0.0	12.2	10.2	2.0	6.1	69.4			

Level of Confidence (* = .05) ; (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Right Ear - Low Range:

Anglo (N=98)	1.0	72.4	19.4	7.1					
Mex/Am (N=49)	0.0	69.4	20.4	10.2					

Right Ear - High Range:

Anglo	0.0	0.0	0.0	0.0	85.7	12.2			
Mex/Am	0.0	0.0	0.0	0.0	85.7	12.2			

Left Ear - Low Range:

Anglo	2.0	76.5	13.3	7.1	0.0	1.0			
Mex/Am	0.0	73.5	22.4	4.1	0.0	0.0			

Left Ear - High Range:

Anglo	3.1	0.0	0.0	0.0	84.7	12.2			
Mex/Am	0.0	0.0	0.0	0.0	91.8	8.2			

Right Eye Without Corrective Lenses:

Anglo	1.0	66.3	13.3	19.4					
Mex/Am	4.1	65.3	12.2	18.4					

Left Eye Without Corrective Lenses:

Anglo	1.0	64.3	12.2	22.4					
Mex/Am	4.1	69.4	4.1	22.4					

Both Eyes Without Corrective Lenses:

Anglo	1.0	64.3	9.2	25.5					
Mex/Am	4.1	63.3	4.1	28.6					

Right Eye With Corrective Lenses:

Anglo	0.0	99.0	1.0						
Mex/Am	0.0	95.9	4.1						

Left Eye With Corrective Lenses:

Anglo	0.0	99.0	1.0						
Mex/Am	0.0	95.9	4.1						

Both Eyes With Corrective Lenses:

Anglo	0.0	99.0	1.0	0.0	0.0				
Mex/Am	0.0	95.9	2.0	0.0	2.0				

Level of Confidence (* = .05) ; (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Telebinocular:

Anglo (N=98)	1.0	75.5	23.5	0.0	0.0				
Mex/Am (N=49)	0.0	75.5	24.5	0.0	0.0				

Vision Summary:

Anglo	0.0	57.1	34.7	0.0	9.5	6.1			
Mex/Am	0.0	55.1	32.7	0.0	4.1	8.2			

Dominance Summary:

Anglo	1.0	5.1	11.2	11.2	16.3	37.8	8.2	9.2
Mex/Am	0.0	6.1	20.4	14.3	12.2	36.7	6.1	4.1

Blood Pressure:

Anglo	1.0	1.0	10.2	78.6	4.1	5.1		
Mex/Am	0.0	0.0	8.2	83.7	8.2	0.0		

Pulse Rate:

Anglo	0.0	13.3	62.2	22.4	1.0	1.0		
Mex/Am	0.0	12.2	71.4	14.3	2.0	0.0		

Height:

Anglo	0.0	1.0	7.1	31.6	42.9	17.3		
Mex/Am	0.0	4.1	6.1	42.9	38.8	8.2		

Weight:

Anglo	0.0	0.0	14.3	23.5	32.7	29.6		
Mex/Am	0.0	0.0	26.5	20.4	30.6	22.4		

Body Proportion:

Anglo	0.0	39.8	17.3	42.9				
Mex/Am	0.0	46.9	10.2	42.9				

Nutrition:

Anglo	0.0	0.0	2.0	29.6	56.1	12.2		
Mex/Am	0.0	0.0	4.1	34.7	57.1	4.1		

Speech Pattern:

Anglo	1.0	98.0	1.0					
Mex/Am	0.0	95.9	4.1					

Level of Confidence (* = .05); (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Articulation:

Anglo (N=98)	2.0	0.0	10.2**	72.4	15.3				
Mex/Am (N=49)	2.0	0.0	28.6**	65.3	4.1				

Speech Therapy:

Anglo	5.1	8.2	86.7*						
Mex/Am	12.2	16.3	71.4*						

Level of Confidence (* = .05); (** = .01)

TABLE XVI, 4

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Group 1 (N=89)	0.0	0.0	53.1	14.6	12.4	9.0			
Group 2 (N=58)	0.0	0.0	51.7	19.0	20.7	8.6			
Reason for Separation:									
Group 1	0.0	65.2	15.7	10.1	4.5*	1.1	0.0	3.4	
Group 2	0.0	55.2	27.6	0.0	13.8*	1.7	0.0	1.7	
Severe Illnesses:									
Group 1	0.0	75.3*	21.3*	3.4					
Group 2	0.0	89.7*	8.6*	1.7					
Major Health Traumas:									
Group 1	0.0	51.7	20.2	1.1	21.4	6.7	0.0	6.7	1.1
Group 2	0.0	46.6	15.5	0.0	20.7	15.5	1.7	0.0	0.0
Birth Traumas:									
Group 1	0.0	92.1*	3.4	3.4	0.0	1.1			
Group 2	0.0	81.0*	3.4	12.1	1.7	1.7			
Medical Reason for Absences:									
Group 1	0.0	74.2	1.1	13.5	3.4	1.1	2.2	2.2	4.5
Group 2	0.0	86.2	0.0	6.9	0.0	0.0	0.0	5.2	0.0
Condition of Teeth:									
Group 1	0.0	38.2	36.0	15.7	7.9	2.2			
Group 2	0.0	43.1	32.8	15.5	8.6	0.0			
See Dentist:									
Group 1	9.0	21.3	10.1	6.7	9.0	43.8			
Group 2	13.8	25.9	3.4	0.0	8.0	58.0			
See Doctor:									
Group 1	2.2	21.3	5.6	2.2	3.4	65.2			
Group 2	1.7	8.6	12.1	0.0	1.7	75.9			

Level of Confidence (* = .05); (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Right Ear - Low Range:

Group 1 (N=89)	0.0	70.8	18.0	11.2
Group 2 (N=58)	1.7	69.0	24.1	5.2

Right Ear - High Range:

Group 1	1.0	0.0	0.0	0.0	88.8	10.1
Group 2	0.0	1.7	1.7	0.0	81.0	15.5

Left Ear - Low Range:

Group 1	1.1	79.8	16.9	2.2*
Group 2	1.7	67.2	17.2	12.1*

Left Ear - High Range:

Group 1	1.0	0.0	0.0	0.0	88.8	10.1
Group 2	3.4	0.0	0.0	0.0	86.2	10.3

Right Eye Without Corrective Lenses:

Group 1	2.2	66.3	11.2	20.2
Group 2	1.7	65.5	12.1	20.7

Left Eye Without Corrective Lenses:

Group 1	2.2	60.7	12.4*	24.7
Group 2	1.7	72.4	3.4*	22.4

Both Eyes Without Corrective Lenses:

Group 1	2.2	59.6	9.0	29.2
Group 2	1.7	70.7	3.4	24.1

Right Eye With Corrective Lenses:

Group 1	0.0	96.6	3.4
Group 2	0.0	100.0	0.0

Left Eye With Corrective Lenses:

Group 1	0.0	96.6	3.4
Group 2	0.0	100.0	0.0

Both Eyes With Corrective Lenses:

Group 1	0.0	96.6	2.2	0.0	1.1
Group 2	0.0	100.0	0.0	0.0	0.0

Level of Confidence (* = .05); (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Telebinocular:

Group 1 (N=89)	1.1	77.5	21.3						
Group 2 (N=58)	0.0	72.4	27.6						

Vision Summary:

Group 1	0.0	64.0	27.0	0.0	11.2	5.5			
Group 2	0.0	48.3	41.4	0.0	3.4	10.3			

Lateral Preference:

Group 1	1.1	7.9	7.9*	13.5	15.7	39.3	9.0	5.6
Group 2	0.0	5.2	19.0*	10.3	13.8	36.2	5.2	10.3

Blood Pressure:

Group 1	0.0	0.0	6.7	84.3	6.7	2.2		
Group 2	1.7	1.7	12.1	74.1	5.2	5.2		

Pulse Rate:

Group 1	0.0	9.0	69.7	19.1	2.2	0.0
Group 2	0.0	19.0	55.2	24.1	0.0	1.7

Height:

Group 1	0.0	1.1	7.9	38.2	38.2	14.6
Group 2	0.0	5.2	5.2	29.3	44.8	15.5

Weight:

Group 1	0.0	0.0	16.9	20.2	34.8	28.1
Group 2	0.0	0.0	20.7	29.3	24.1	25.9

Body Proportion:

Group 1	0.0	36.0	14.6	49.4
Group 2	0.0	48.3	13.8	37.9

Nutrition:

Group 1	0.0	0.0	2.2	31.5	60.7	5.6
Group 2	0.0	0.0	3.4	29.3	55.2	12.1

Speech Patterns:

Group 1	0.0	96.6	3.4
Group 2	1.7	98.3	0.0

Level of Confidence (* = .05), (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
----------	-------	---	---	---	---	---	---	---	---

Articulation:

Group 1 (N=89)	2.2	0.0	20.2	68.5	9.0				
Group 2 (N=58)	1.7	0.0	13.8	72.4	12.1				

Speech Therapy:

Group 1	6.7	14.6	78.7*						
Group 2	5.2	7.3	92.7*						

Level of Confidence (* = .05); (** = .01)

PHYSICAL PROFILE CORRELATIONS (N = 134)

df = 132

.05 level of significance, $r \geq .166^{\square}$

.01 level of significance, $r \geq .218^{\circ}$

XVI, 6

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sex	1																	
Attendance	2	-.009																
Ethnic	3	-.132	-.068															
With whom student lives	4	.229 [°]	.114	-.188 [■]														
Mean age of parents	5	.002	-.069	-.040	-.038													
mean age of siblings	6	.030	.074	-.023	-.159	-.124												
Reason parents parted	7	.159	.123	-.052	.690 [°]	-.173 [■]	.054											
No. severe illnesses	8	-.088	-.167 [■]	.125	-.103	.100	-.045	-.018										
Blood pressure	9	-.176 [■]	-.108	-.027	-.025	.030	-.036	.070	.132									
Pulse rate	10	.041	-.052	-.016	-.058	.059	-.032	-.026	.060	.210 [■]								
Height	11	-.304 [°]	-.018	-.188 [■]	-.018	.054	.008	-.012	.014	.236 [°]	.081							
Weight	12	-.210 [■]	-.090	-.175 [■]	-.160	.078	-.063	-.144	.078	.244 [°]	-.035	.508 [°]						
Nutrition	13	.104	.027	-.120	-.071	-.030	.006	-.086	.099	.138	-.101	.085	.370 [°]					
Speech pattern	14	-.010	-.119	.067	-.061	.060	.200 [■]	-.054	.047	-.110	-.033	-.052	.044	-.015				
Articulation	15	.158	.103	-.276 [°]	-.040	.033	.051	.017	.171 [■]	.091	-.088	.040	.188 [■]	.471 [°]	-.178 [■]			
Condition of teeth	16	.033	-.072	-.055	.069	-.022	-.033	.094	-.021	-.080	-.069	.067	-.030	-.053	.116	-.082		
Frequency visit D.D.	17	-.109	.004	.079	-.072	-.019	-.003	-.148	.044	-.180	-.110	-.120	-.036	-.047	.071	-.248 [°]	.273 [°]	
Frequency visit M.D.	18	-.050	.138	.043	.083	.014	.027	.062	-.091	-.184	.097	-.057	-.136	-.118	-.003	-.123	.007	.316 [°]
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

TABLE XVII

MEANING OF WORDS INVENTORY (MOWI)

1. Test Sample
2. Distribution of Scores of Total Student Population
(Variables 1-30)
3. Distribution of Scores by Sex Grouping (Variables 1-30)
4. Distribution of Scores by Ethnic Grouping (Variables 1-30)
5. Distribution of Scores by Attendance Grouping
(Variables 1-30)
6. Distribution of Scores by Valley High School Faculty
(Variables 1-30)
7. Correlations

TABLE XVII, 1

MEANING OF WORDS INVENTORY

(MOWI)

YOUR ANSWERS TO THE QUESTIONS ON
THE FOLLOWING PAGES WILL HELP US
TO IMPROVE CONTINUATION SCHOOL
PROGRAMS

ANSWER EACH QUESTION THE BEST YOU CAN.

THE ANSWERS TO THE QUESTIONS WILL
BE KEPT PRIVATE, THEY ARE FOR RESEARCH
ONLY.

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

3/6/68 js

INSTRUCTIONS

Please read these instructions carefully before beginning.

This study is to measure the meaning of words. The same words may often mean different things to different people. Mark each item according to what it means to you. On each page of this booklet you will find three words or ideas to be judged. Beneath each of them is a set of scales. You are to rate the word or idea on each of the scales. Here is how to mark them:

1. If you feel that what you are judging is very close to one end of the scale you should place an "X" as follows:

HOT X : ____ : ____ : ____ : ____ : ____ COLD

HOT ____ : ____ : ____ : ____ : ____ : X COLD

INSTRUCCIONES

Por favor lea estas instrucciones con cuidado antes de empezar.

El presente estudio es para medir el significado de palabras. Las mismas algunas veces tienen diferente significado para cada persona. Marque cada palabra o idea como a Vd. le parezca mejor.

En cada página de este folleto encontrará tres palabras o ideas para estudiar. Abajo de cada una hay una serie de escalas que califican a la principal. Vd. debe calificar esta palabra o idea en un espacio de cada línea. Se debe marcar de la siguiente forma:

1. Si Vd. cree que el significado de la palabra o idea esta muy cerca a un lado o otro de la escala marque el espacio poniendo una "X" así:

Caliente X : ____ : ____ : ____ : ____ : ____ F

Caliente ____ : ____ : ____ : ____ : ____ : X F

2. If you feel that the word or words are quite close to one another in meaning, or only slightly the same, then mark the scale in this way:

HOT ___ : ___ : X : ___ : ___ : ___ COLD

HOT ___ : ___ : ___ : ___ : X : ___ COLD

3. If you feel that what you are judging is close to one end of the scale as the other, or that the scale has nothing to do with what you are judging, then mark the scale in the middle space.

HOT ___ : ___ : ___ : X : ___ : ___ COLD

IMPORTANT

1. Place your "X" in the middle of the space that you choose:

: X :
LIKE THIS

X ___ :
NOT LIKE THIS

2. Be sure to check every scale for every word.

3. Each item should be judged separately. Sometimes you may feel as though you have had the same item before. This will not be the case.

2. Si Vd. cree que el significado de la palabra o idea esta casi igual o apenas cerca a una de las orillas, marque en el espacio así:

Caliente ___ : X : ___ : ___ : ___ : ___ Frio

Caliente ___ : ___ : ___ : X : ___ : ___ Frio

3. Si Vd. cree que el significado de la palabra no corresponde a ninguno de las palabras de la orilla o la escala no tiene nada que ver con la palabra o idea principal, marque la escala así:

Caliente ___ : ___ : ___ : X : ___ : ___ Frio

IMPORTANTE

1. Ponga la "X" en el centro de cada espacio:

: X :
(en esta forma)

X ___ :
(en esta forma no)

2. Este seguro de marcar la "escala" para cada palabra o idea.

3. Cada uno de los series debe ser calificado separadamente - aunque usted crea que ha aparecido anteriormente.

4. It is your FIRST choice that is most important. Please work rapidly and carefully.

4. Su primera reaccion y respuesta es la mas importante - Trabaje con rapidez y con cuidado.

REGULAR HIGH SCHOOL
Escuela alta (secundaria)

	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
1.	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

ME
Yo

	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
2.	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

AUTHORITY
Autoridad

	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
3.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

COLLEGE
Colegio

SOUR _____:_____:_____:_____:_____:_____:_____ SWEET
Agrio Dulce

FAIR _____:_____:_____:_____:_____:_____:_____ UNFAIR
Justo Injusto

4. BAD _____:_____:_____:_____:_____:_____:_____ GOOD
Malo Bueno

HONEST _____:_____:_____:_____:_____:_____:_____ DISHONEST
Honesto Deshonesto

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT
Desagradable Agradable

MOST PEOPLE
La mayoria de la gente

GOOD _____:_____:_____:_____:_____:_____:_____ BAD
bueno Malo

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT
Desagradable Agradable

5. SWEET _____:_____:_____:_____:_____:_____:_____ SOUR
Dulce Agrio

DISHONEST _____:_____:_____:_____:_____:_____:_____ HONEST
Deshonesto Honesto

FAIR _____:_____:_____:_____:_____:_____:_____ UNFAIR
Justo Injusto

CHEATING
Hacer Trampa

HONEST _____:_____:_____:_____:_____:_____:_____ DISHONEST
Honesto Deshonesto

SOUR _____:_____:_____:_____:_____:_____:_____ SWEET
Agrio Dulce

6. GOOD _____:_____:_____:_____:_____:_____:_____ BAD
Bueno Malo

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT
Desagradable Agradable

FAIR _____:_____:_____:_____:_____:_____:_____ UNFAIR
Justo Injusto

HOME Hogar

7.	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

TEACHERS Maestros

8.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY SCHOOL ABILITY Mi Habilidad en la Escuela

9.	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

PUNISHMENT
Castigo

10.	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

A JOB
Untrabajo

11.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

CLASSMATES
Companeros de clase

12.	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

TRYING HARD
Haciendo la Lucha

	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
13.	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

MOTHER
Madre

	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
14.	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

CONTINUATION SCHOOL
Escuela de continuacion

	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
15.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Unjusto

HOW I WOULD LIKE TO BE
Como quisiera ser?

16. SOUR Agrio _____:_____:_____:_____:_____:_____ SWEET Dulce
- FAIR Justo _____:_____:_____:_____:_____:_____ UNFAIR Injusto
- BAD Malo _____:_____:_____:_____:_____:_____ GOOD Bueno
- HONEST Honesto _____:_____:_____:_____:_____:_____ DISHONEST Deshonesto
- UNPLEASANT Desagradable _____:_____:_____:_____:_____:_____ PLEASANT Agradable

GRADUATING
Graduarme

- GOOD Bueno _____:_____:_____:_____:_____:_____ BAD Malo
- UNPLEASANT Desagradable _____:_____:_____:_____:_____:_____ PLEASANT Agradable
17. SWEET Dulce _____:_____:_____:_____:_____:_____ SOUR Agrio
- DISHONEST Deshonesto _____:_____:_____:_____:_____:_____ HONEST Honesto
- FAIR Justo _____:_____:_____:_____:_____:_____ UNFAIR Injusto

GROWNUPS
Adultos

- HONEST Honesto _____:_____:_____:_____:_____:_____ DISHONEST Deshonesto
- SOUR Agrio _____:_____:_____:_____:_____:_____ SWEET Dulce
18. GOOD Bueno _____:_____:_____:_____:_____:_____ BAD Malo
- UNPLEASANT Desagradable _____:_____:_____:_____:_____:_____ PLEASANT Agradable
- FAIR Justo _____:_____:_____:_____:_____:_____ UNFAIR Injusto

QUITTING SCHOOL
Dejar la escuela

19.	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	FLEASANT Agradable

DATING
Citar - Salir con chicas o chicos

20.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

FATHER
Padre

21.	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY HIGH SCHOOL COUNSELOR
Mi consejero en la escuela

	SOUP Agric	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
22.	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

HOW MY CLASS SEES ME
Que Piensa Mi Clase de Mi?

	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
23.	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY FUTURE
Mi futuro

	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUP Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
24.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MEXICAN-AMERICANS
Chicanos

25.	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

SMOKING
Fumando

26.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY FAMILY
Mi familia

27.	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY BEST FRIENDS
Mis Mejores amigos

28.	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto
	BAD Malo	_____ : _____ : _____ : _____ : _____ : _____ : _____	GOOD Bueno
	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable

ANGLOS
Gavachos

29.	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	SWEET Dulce	_____ : _____ : _____ : _____ : _____ : _____ : _____	SOUR Agrio
	DISHONEST Deshonesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	HONEST Honesto
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

MY NEIGHBORS
Mis vecinos

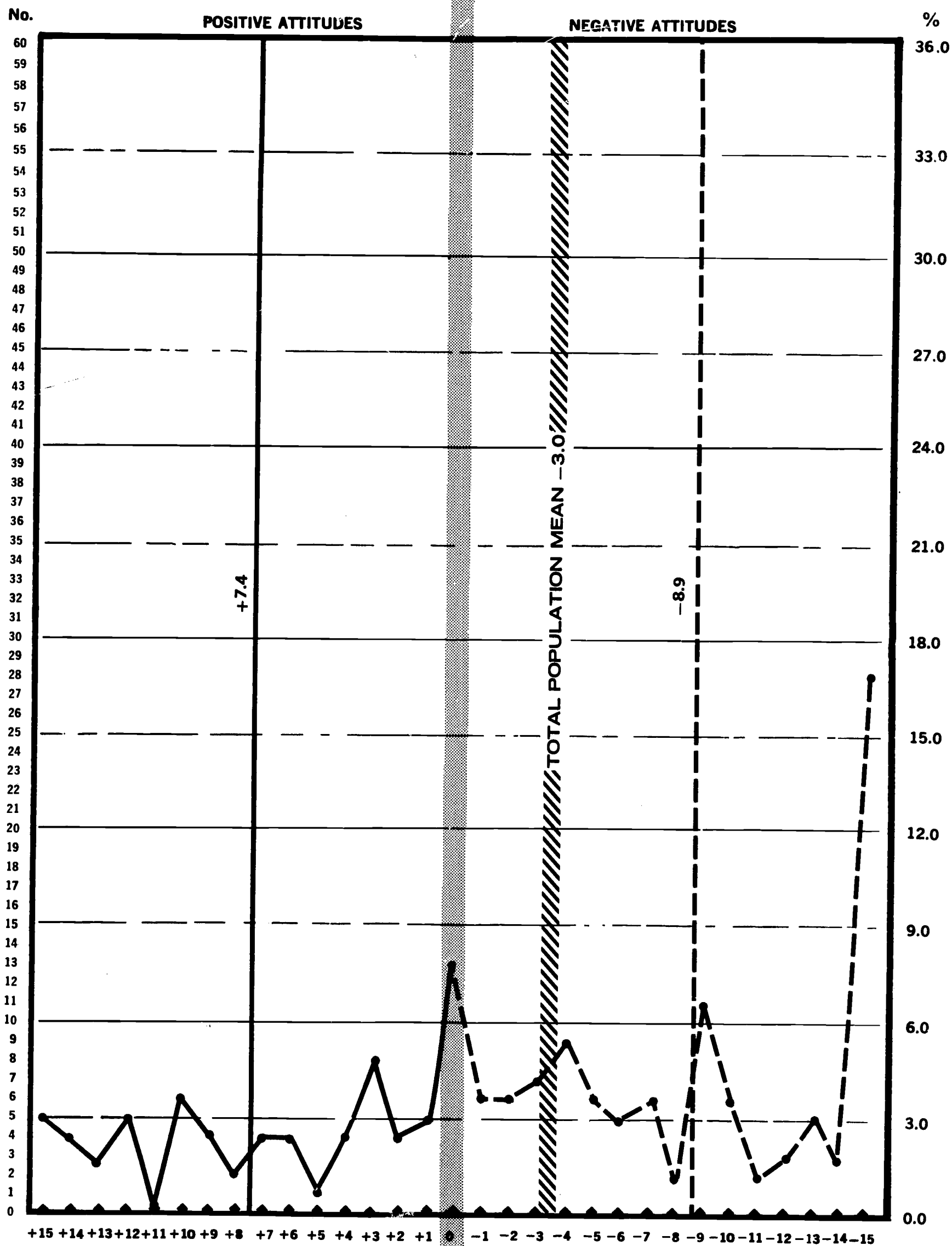
30.	HONEST Honesto	_____ : _____ : _____ : _____ : _____ : _____ : _____	DISHONEST Deshonesto
	SOUR Agrio	_____ : _____ : _____ : _____ : _____ : _____ : _____	SWEET Dulce
	GOOD Bueno	_____ : _____ : _____ : _____ : _____ : _____ : _____	BAD Malo
	UNPLEASANT Desagradable	_____ : _____ : _____ : _____ : _____ : _____ : _____	PLEASANT Agradable
	FAIR Justo	_____ : _____ : _____ : _____ : _____ : _____ : _____	UNFAIR Injusto

Variable 1: REGULAR HIGH SCHOOL

KEY:

MEANS

positive responses: ——— negative responses: - - - - total population: // // // neutral attitude: [stippled]

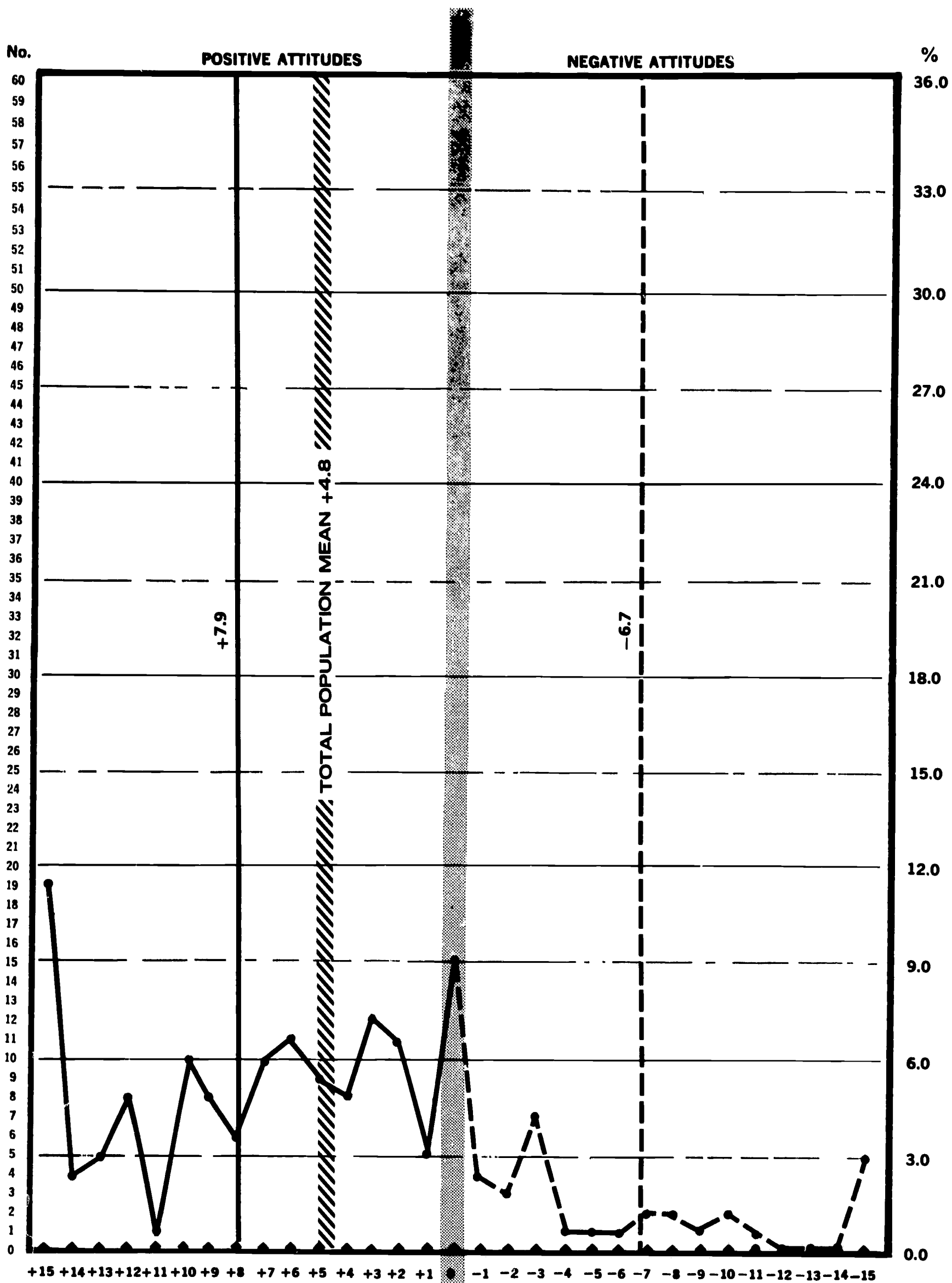


Variable 2: ME

KEY:

MEANS

positive responses: ——— negative responses: - - - total population: // // // neutral attitude: [stippled]

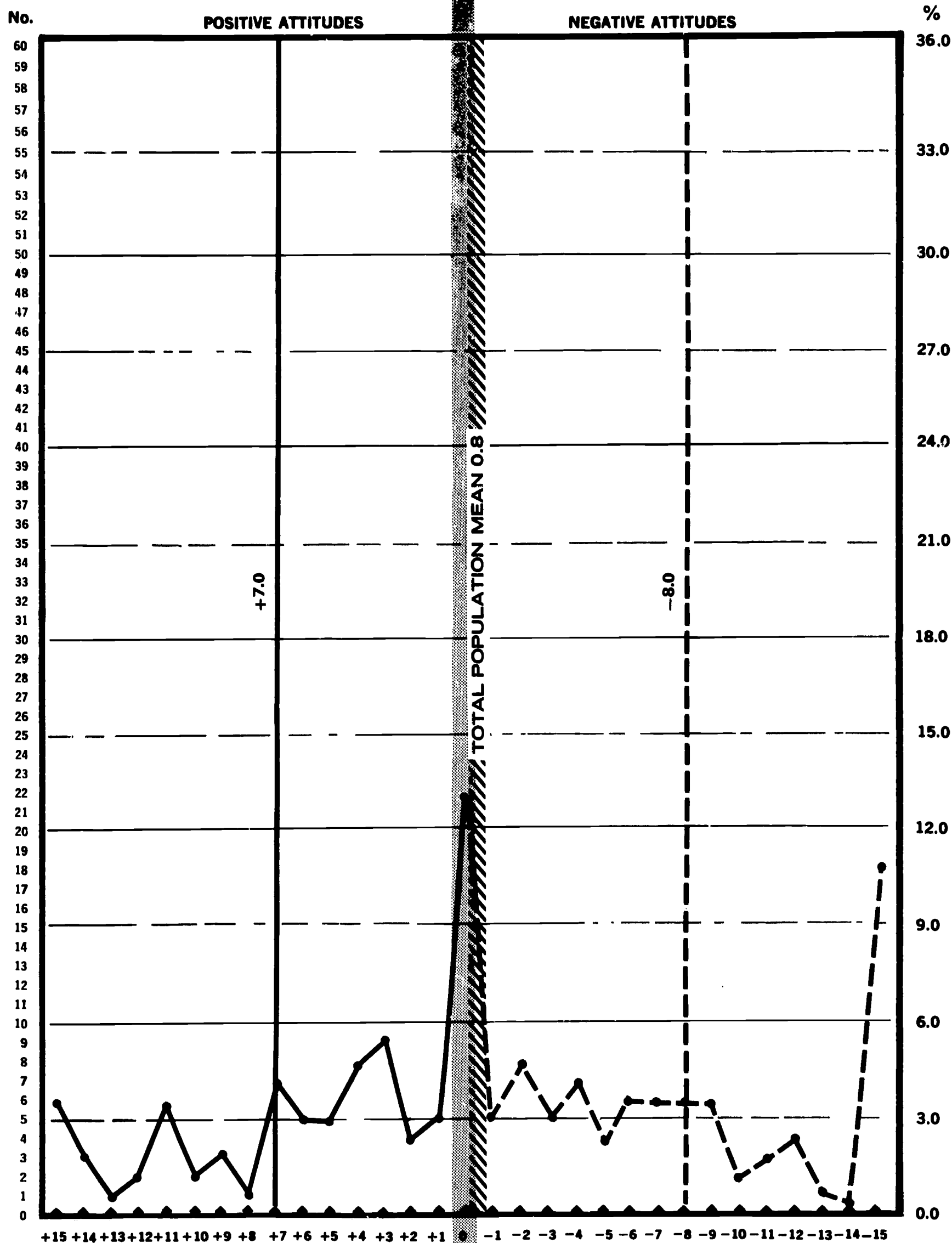


Variable 3: AUTHORITY

KEY:

MEANS

positive responses: ——— negative responses: - - - total population: // // // neutral attitude: . . .



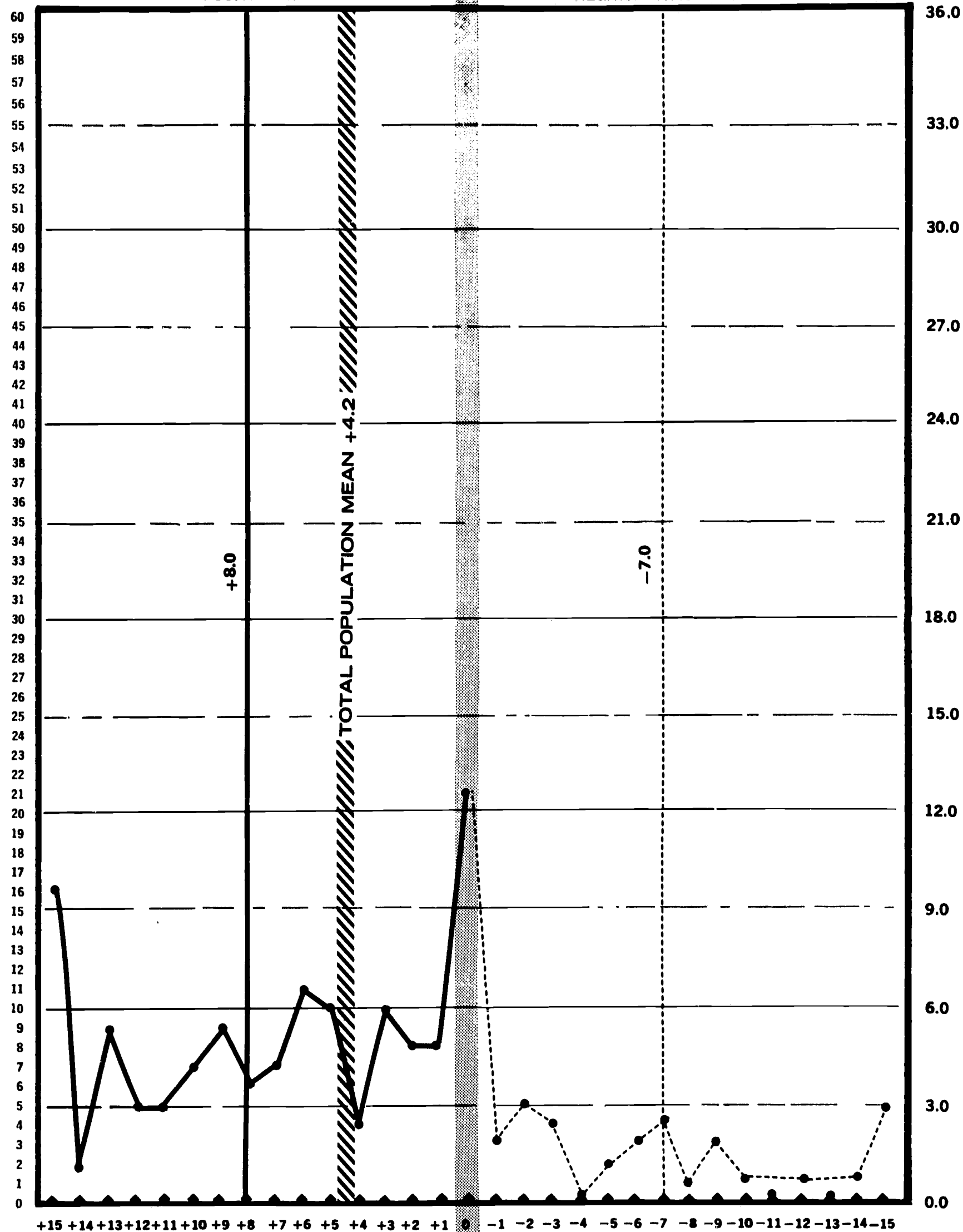
MEANS

No.

POSITIVE ATTITUDES

NEGATIVE ATTITUDES

%

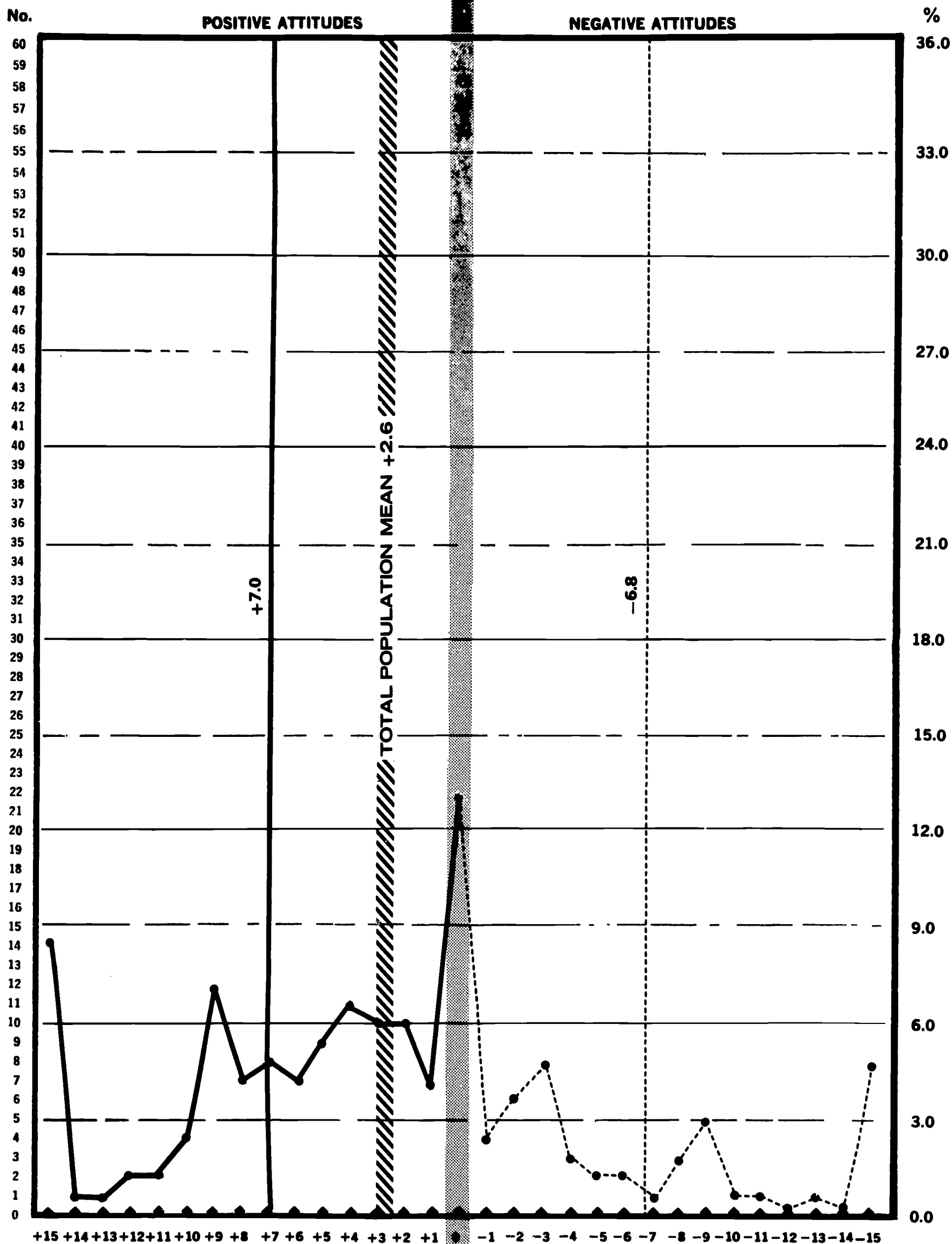


Variable 5: MOST PEOPLE

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: // // // neutral attitude:

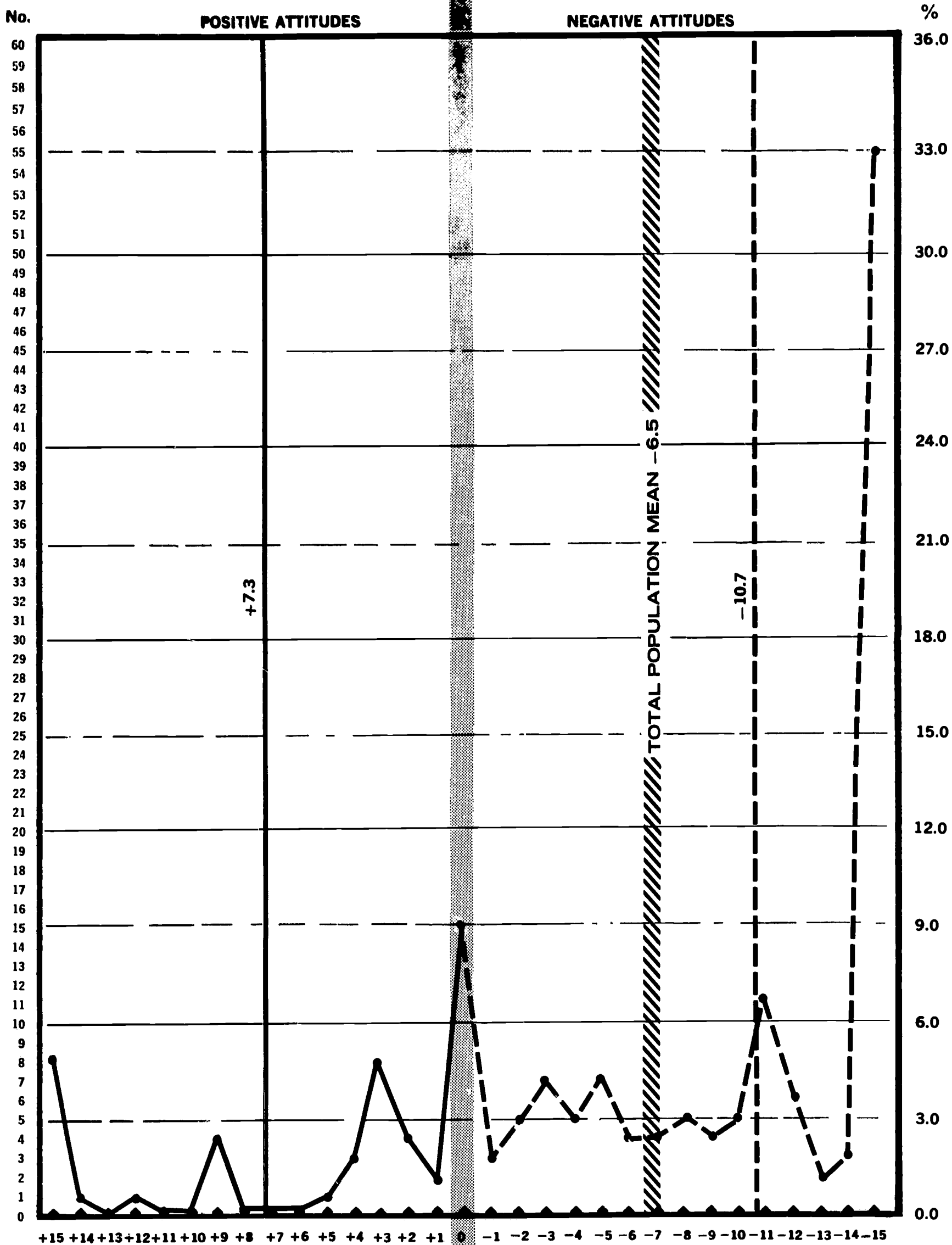


Variable 6: CHEATING

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: /

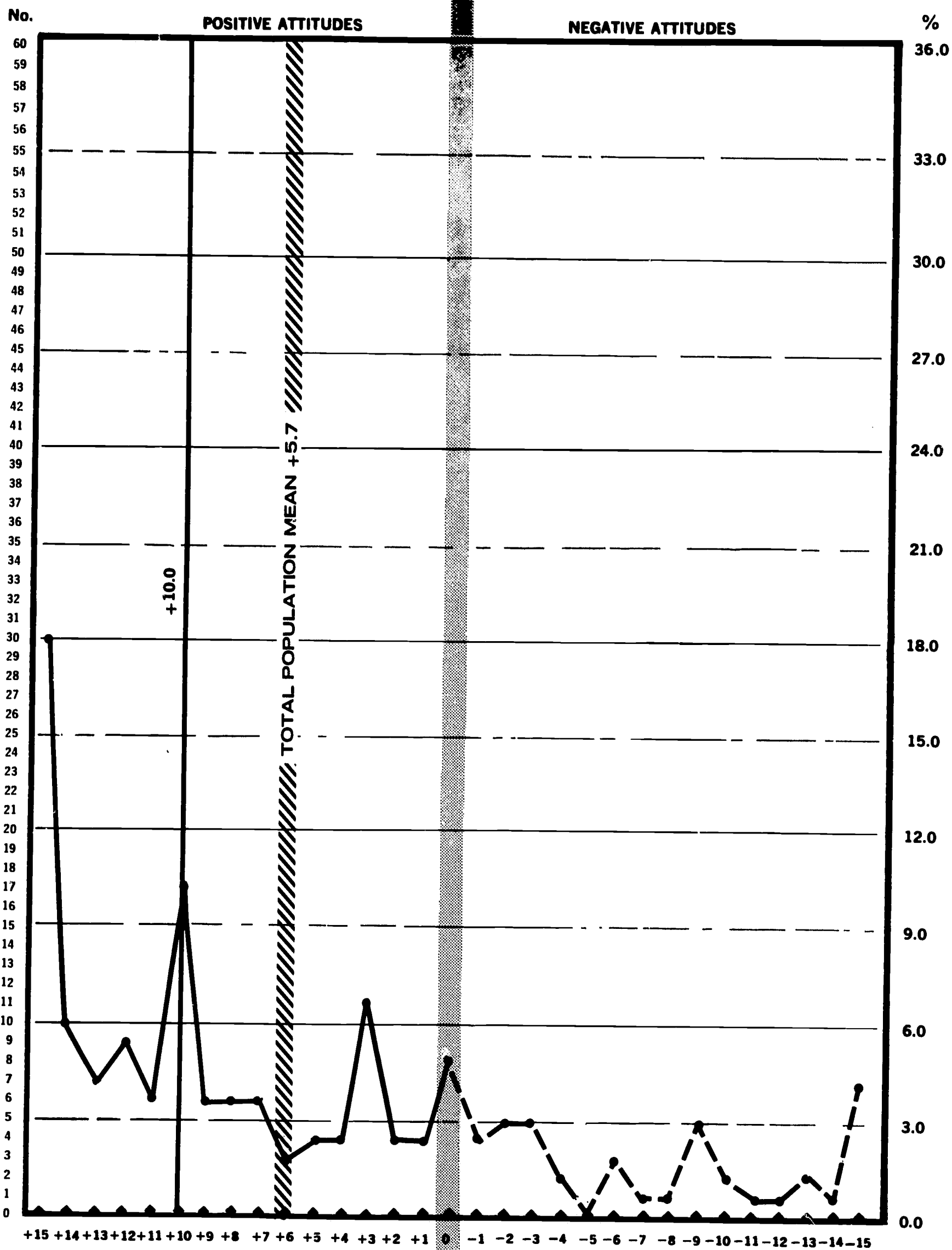


Variable 7: HOME

KEY:

MEANS

positive responses: — negative responses: - - - total population: // // // neutral attitude:

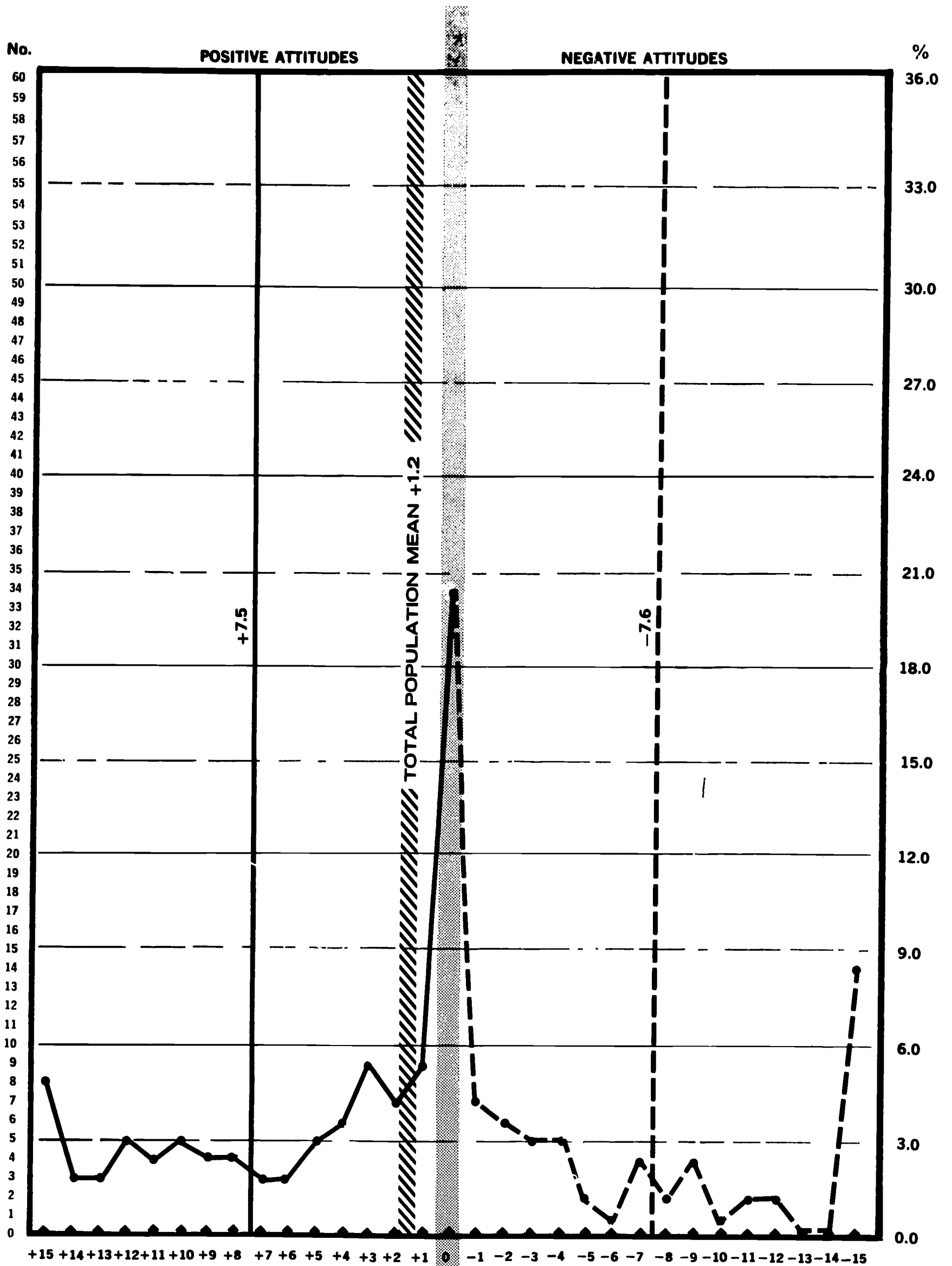


Variable 8: TEACHERS

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: [stippled]

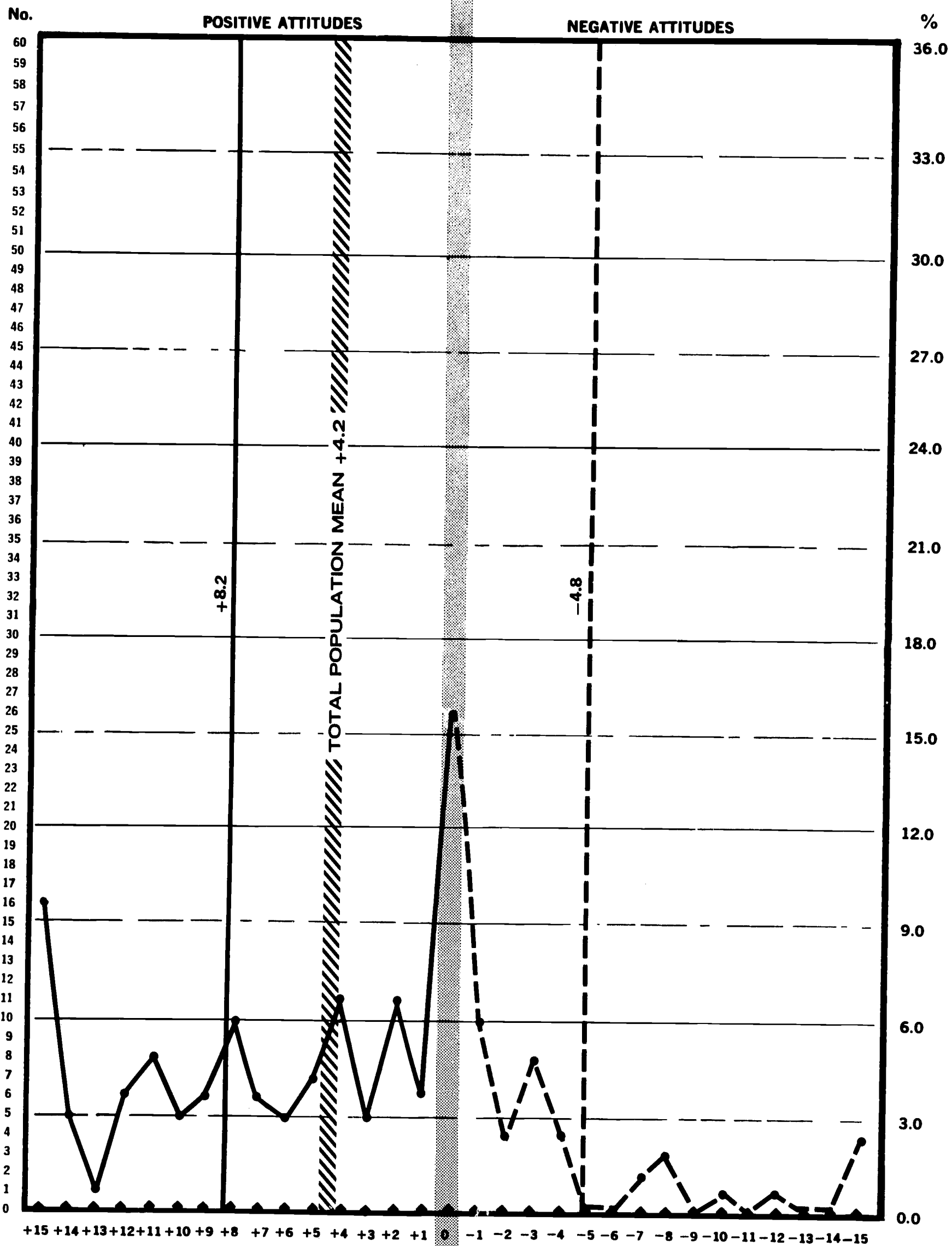


Variable 9: SCHOOL ABILITIES

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: . . .

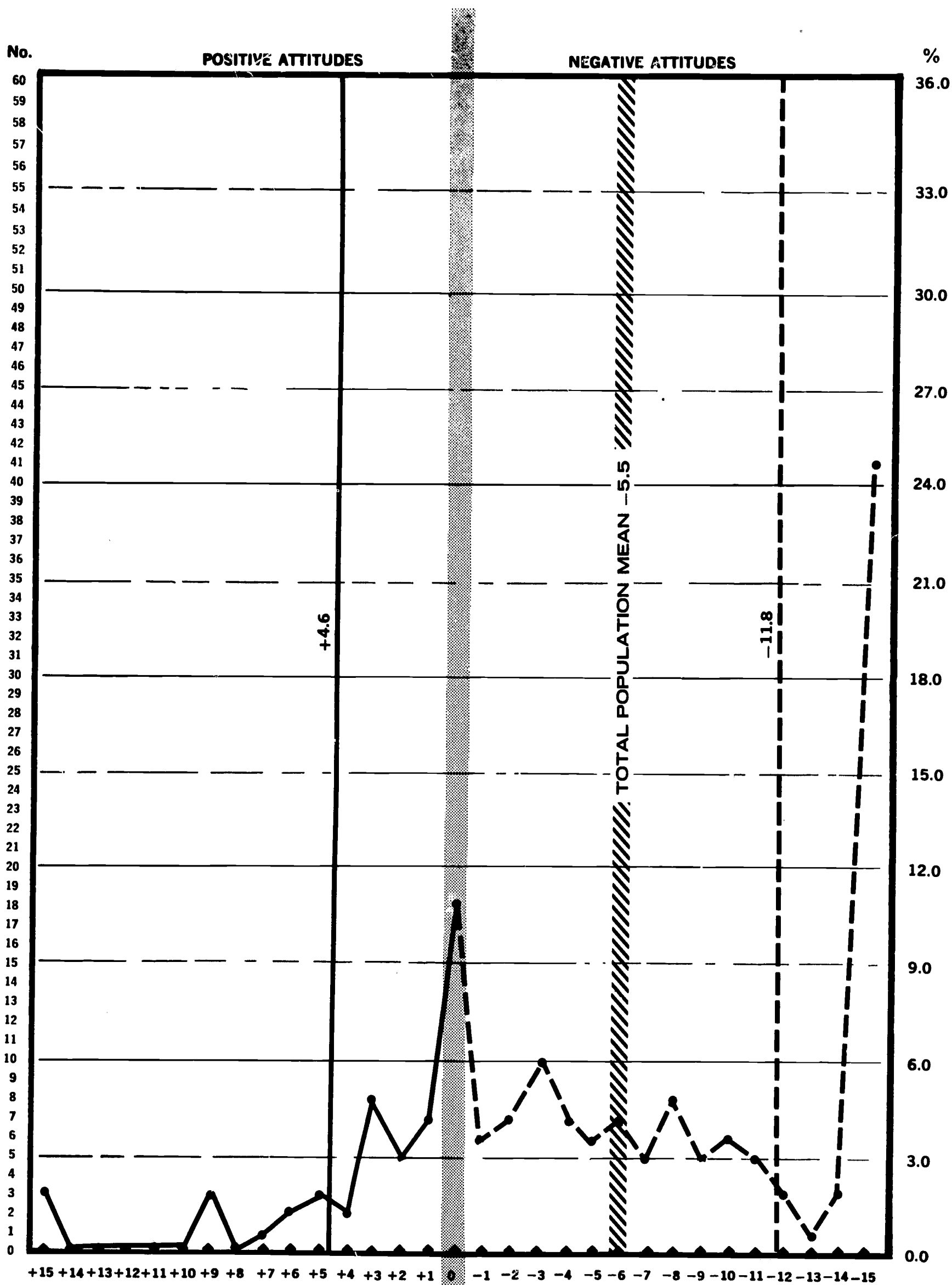


Variable 10: PUNISHMENT

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: . . .

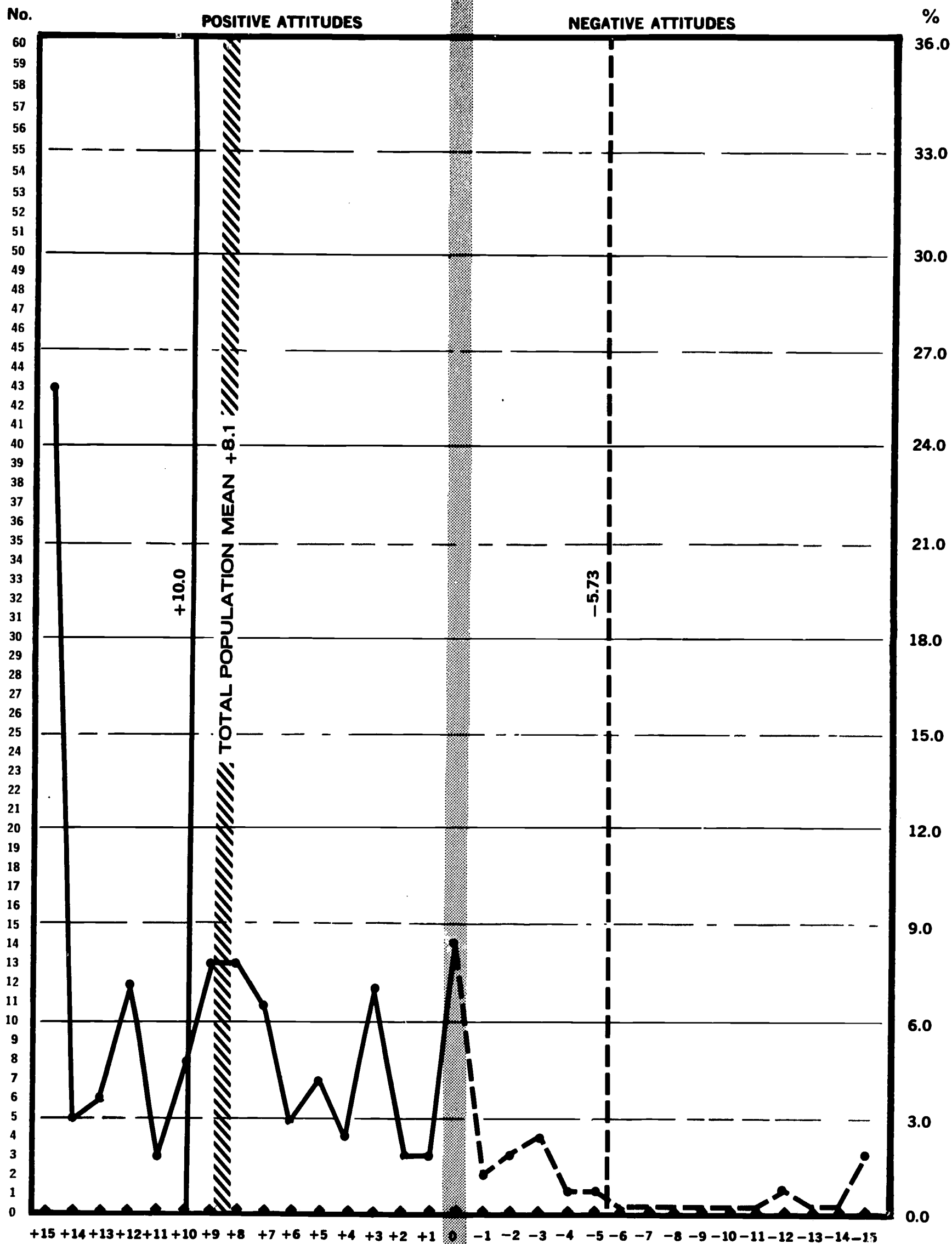


Variable 11: A JOB

KEY:

MEANS

positive responses: — negative responses: - - - total population: // // // neutral attitude: [stippled]

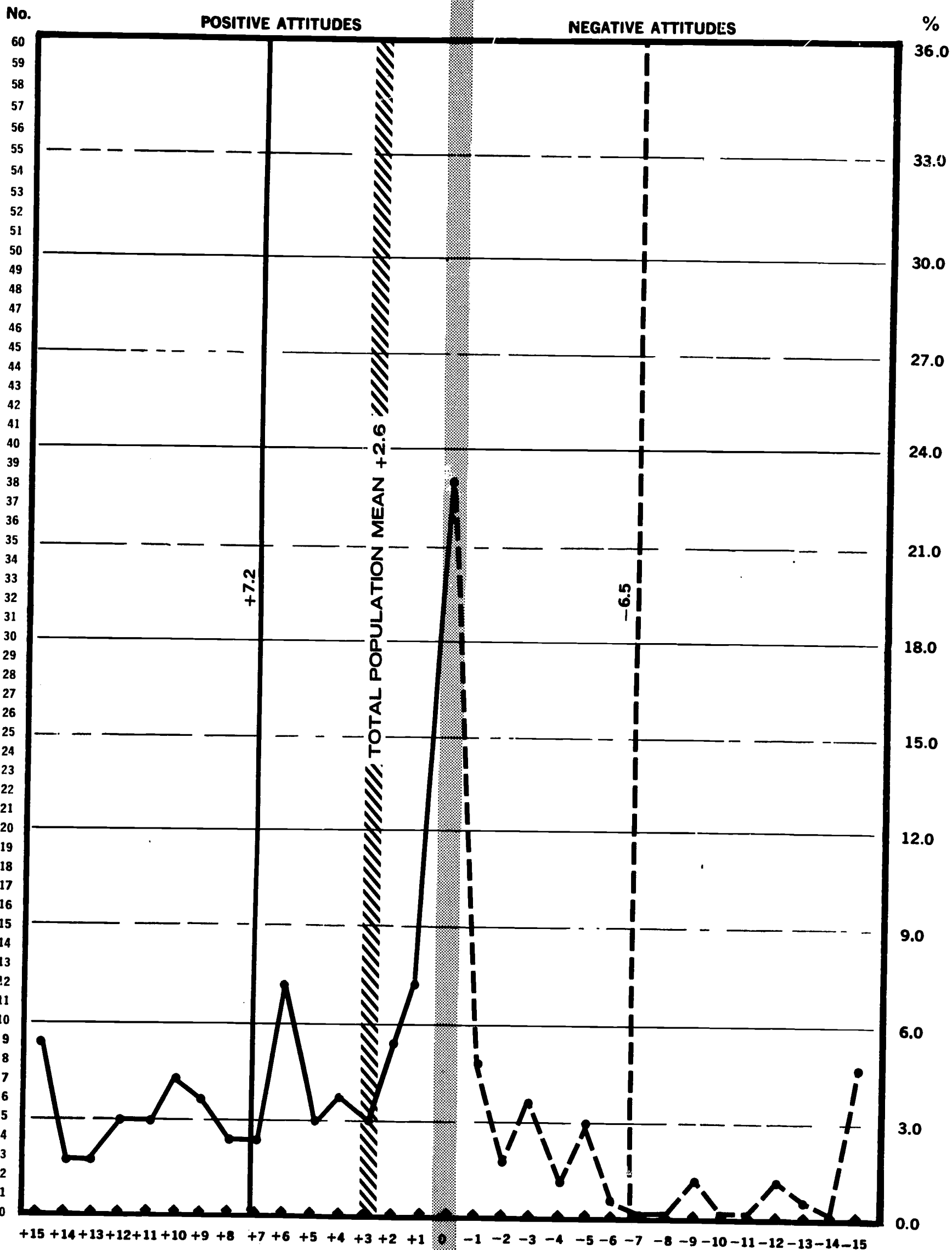


Variable 12: MY CLASSMATES

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: ■■■■

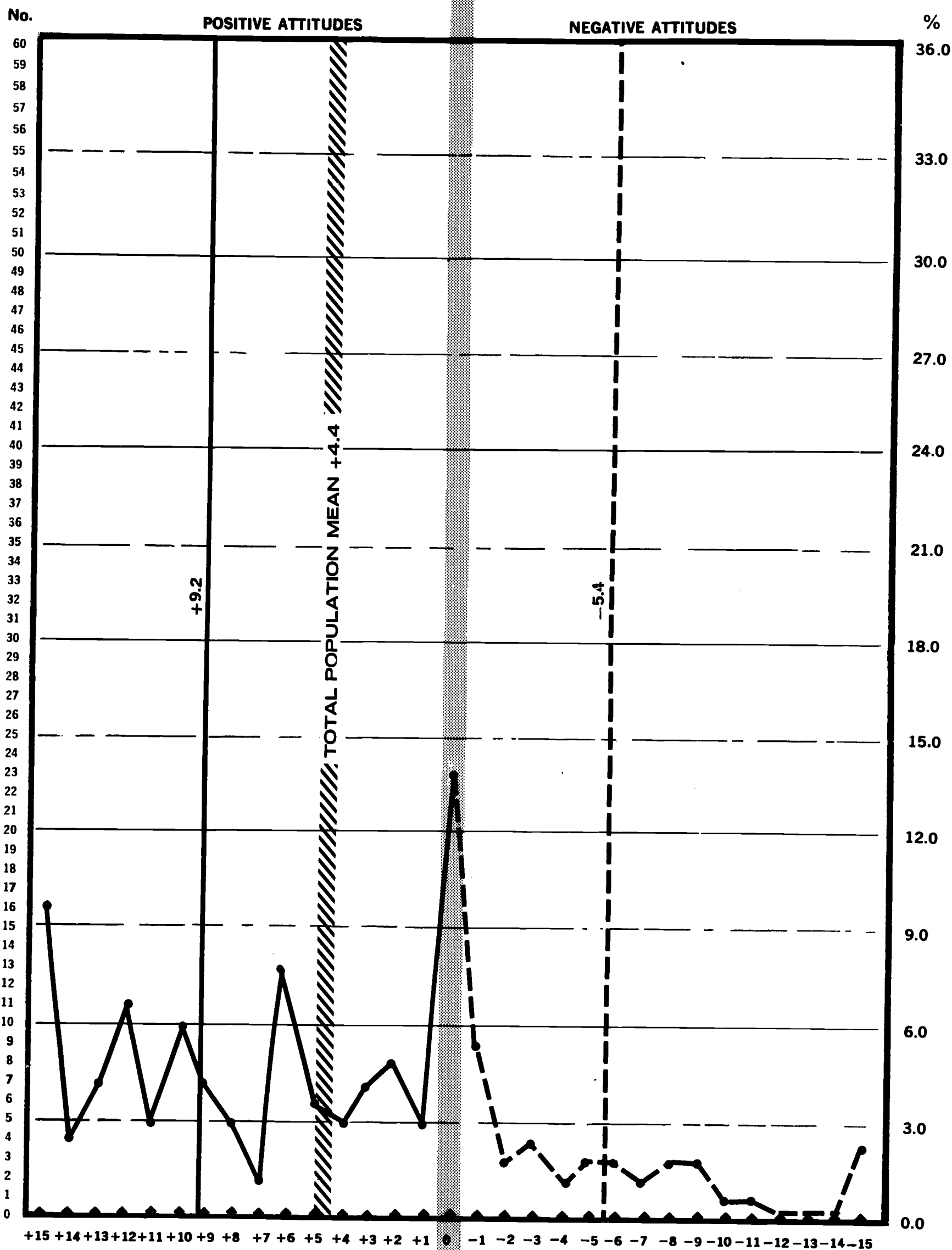


Variable 13: TRYING HARD

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: ■■■■

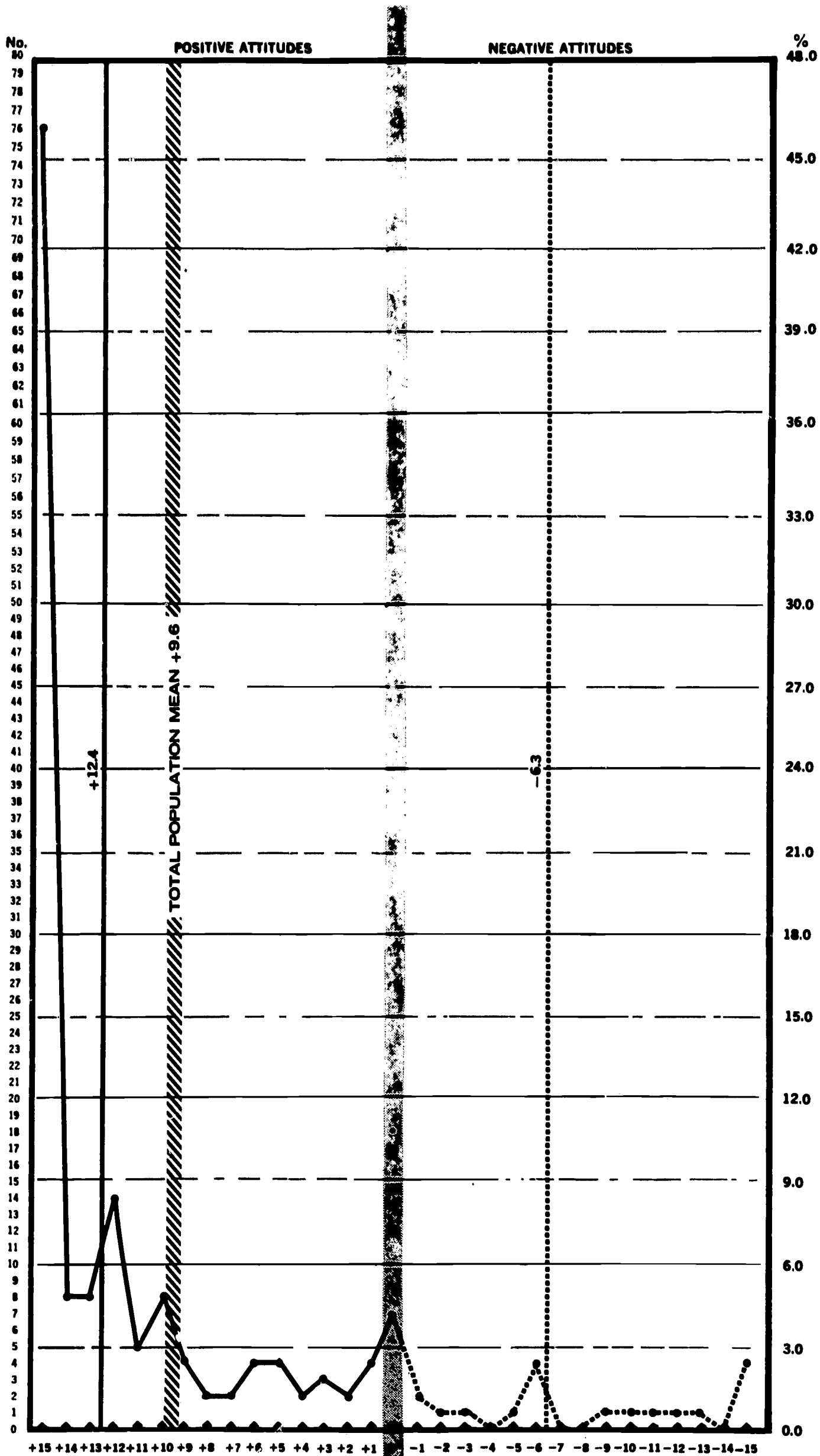


Variable 14: MOTHER

KEY:

MEANS

positive responses: — negative responses: total population: — neutral attitude: —

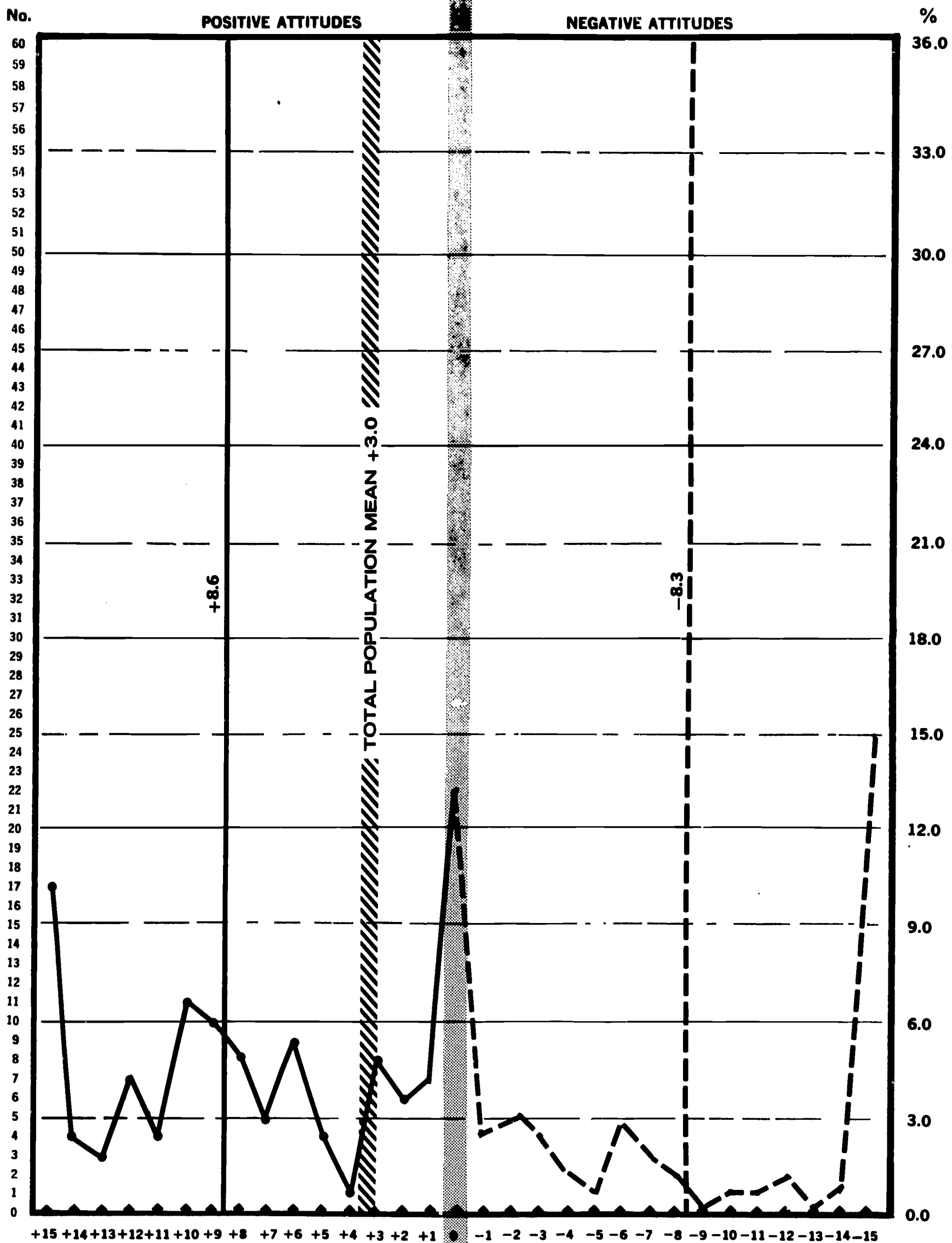


Variable 15: CONTINUATION SCHOOL

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: . . .



Variable 16: HOW I'D LIKE TO BE

KEY:

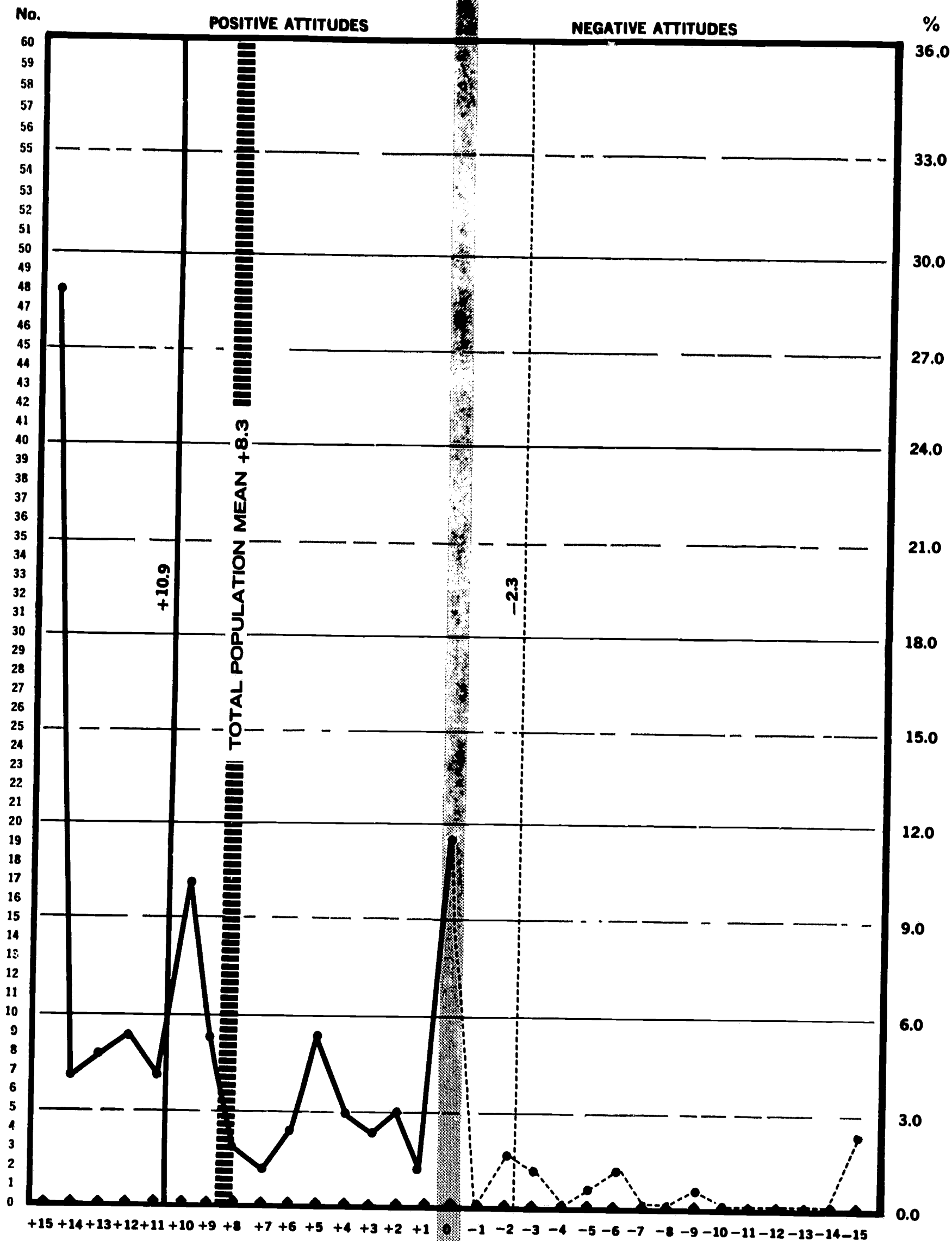
MEANS

positive responses: ———

negative responses: - - - - -

total population: |||||

neutral attitude: | | | | |

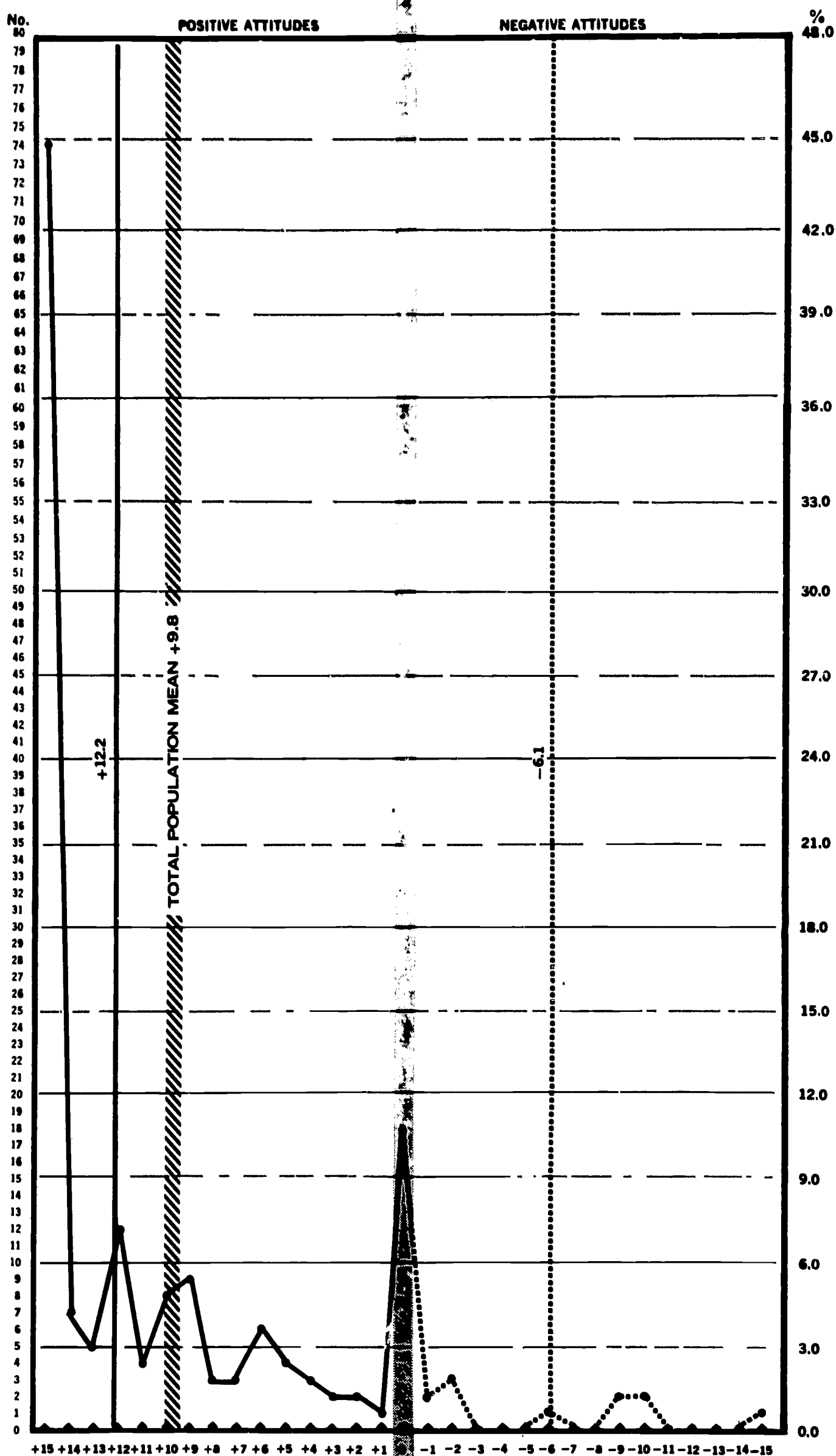


Variable 17: GRADUATING

KEY:

MEANS

positive responses: ——— negative responses: total population: // neutral attitude:

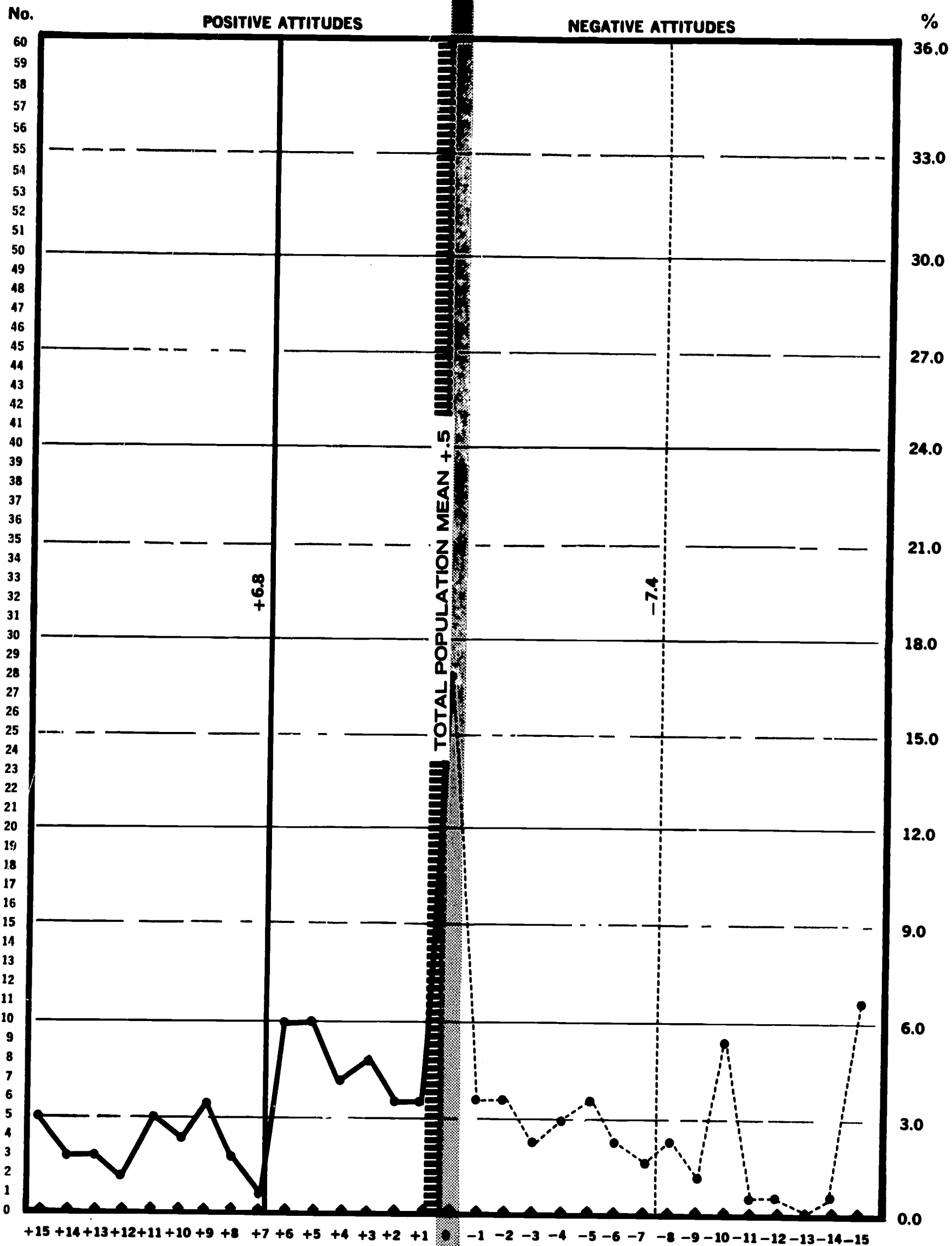


Variable 18: GROWNUPS

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ■■■■ neutral attitude: ■■■■■■

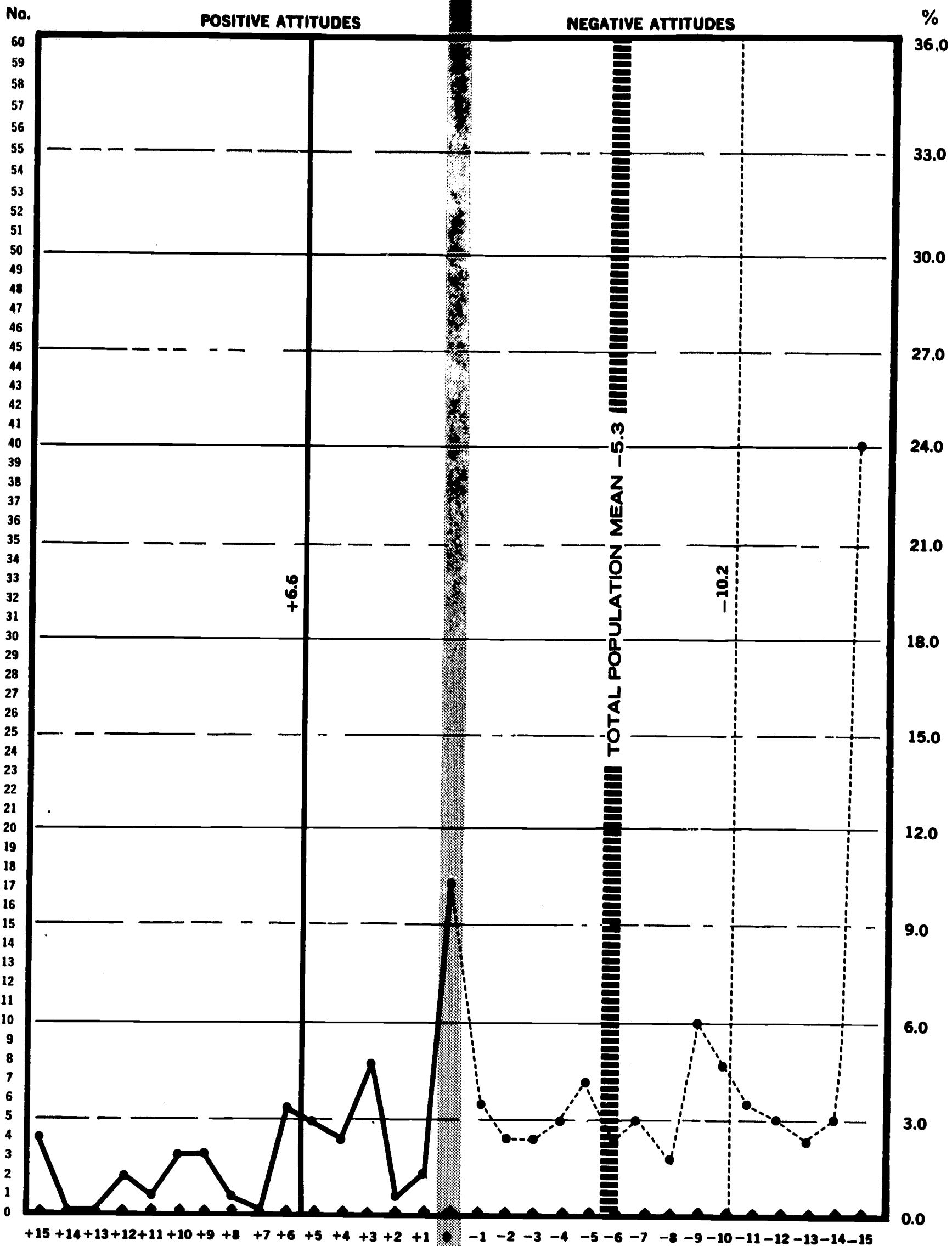


Variable 19: QUITTING SCHOOL

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ||||| neutral attitude: ■■■■

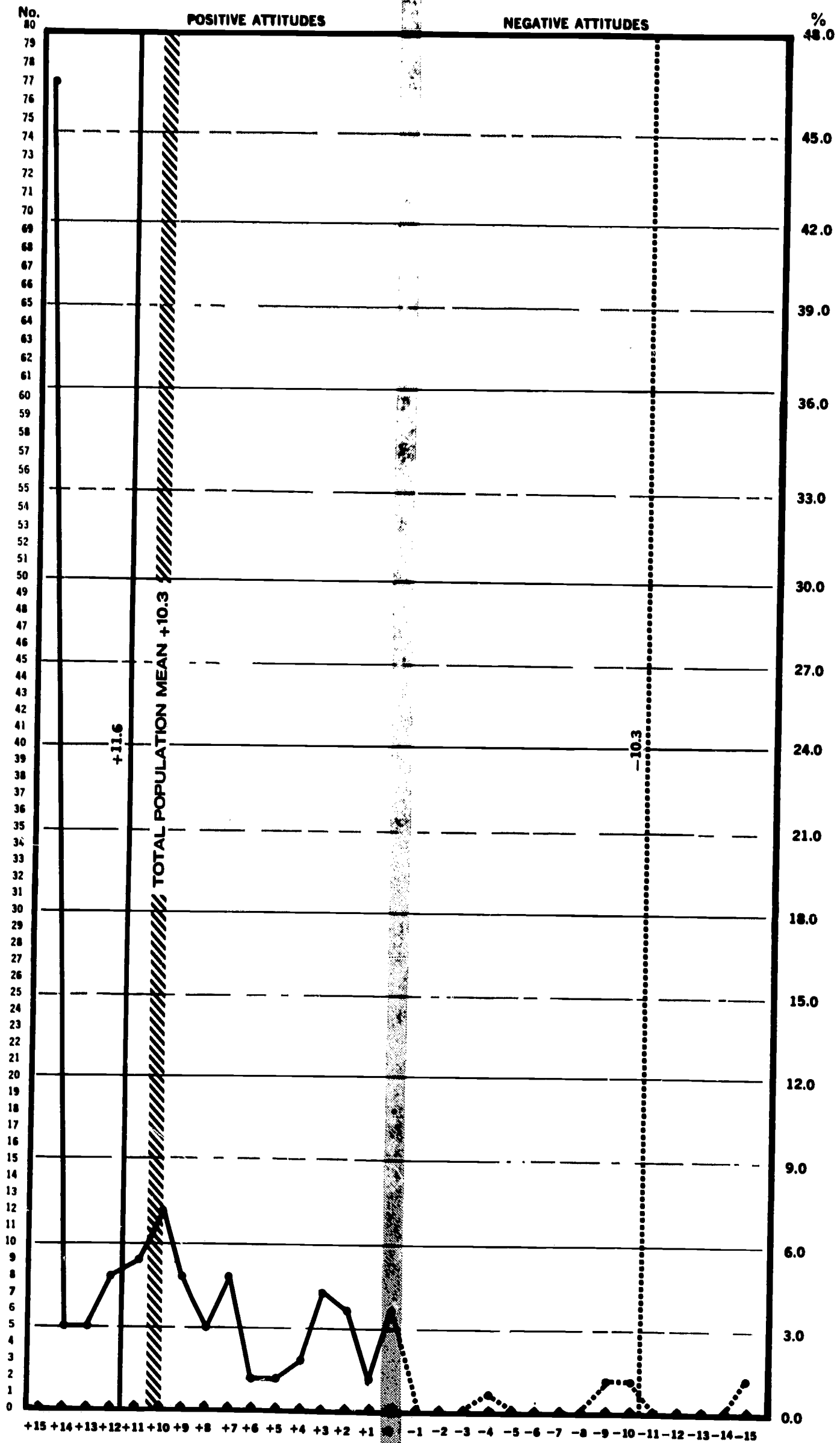


Variable 20: DATING

KEY:

MEANS

positive responses: — negative responses: total population: // neutral attitude:



positive responses: negative responses: total population: neutral attitude:

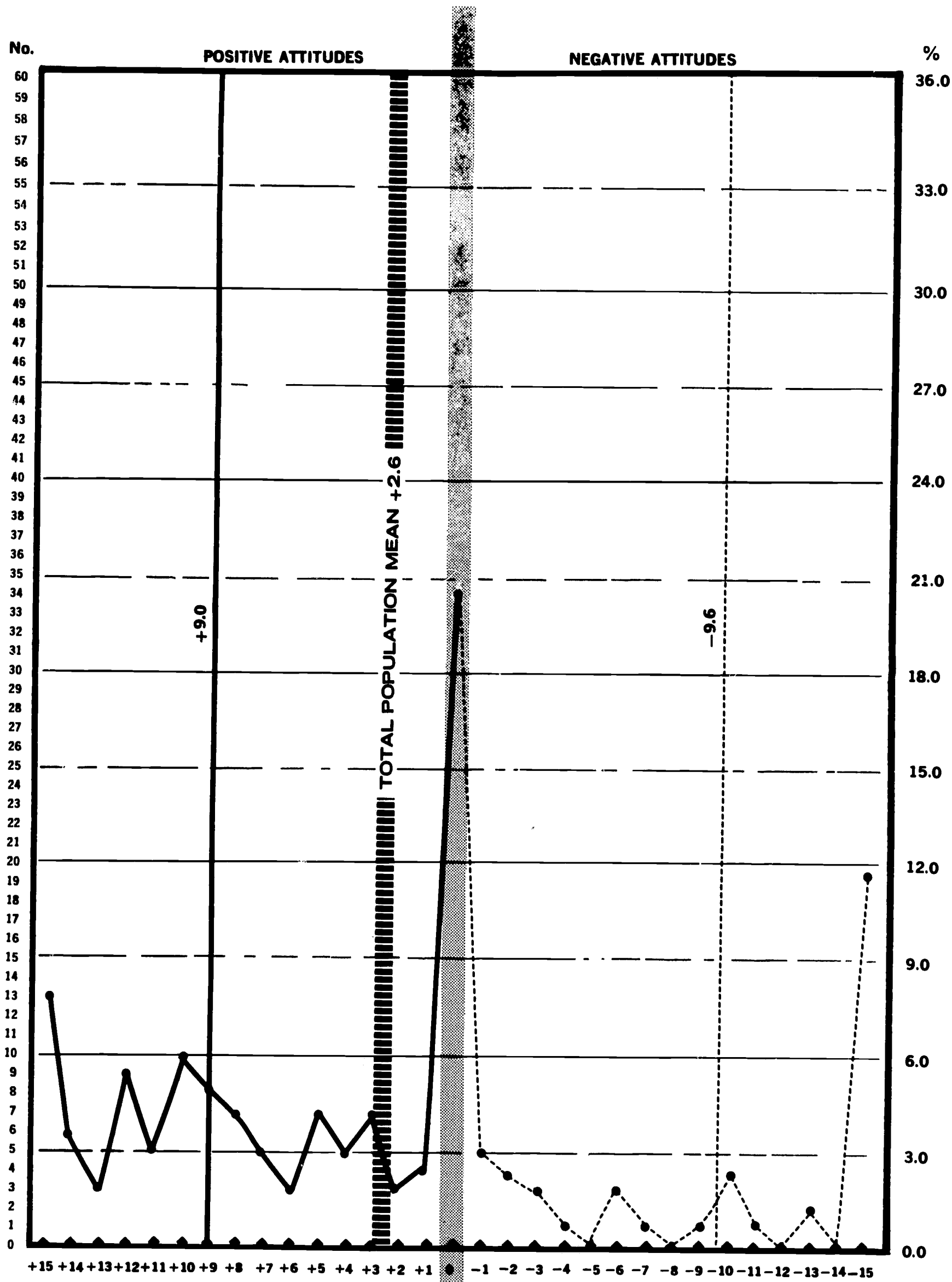


Variable 22: HIGH SCHOOL COUNSELOR

KEY:

MEANS

positive responses: — negative responses: - - - - - total population: ||||| neutral attitude: ■■■■■

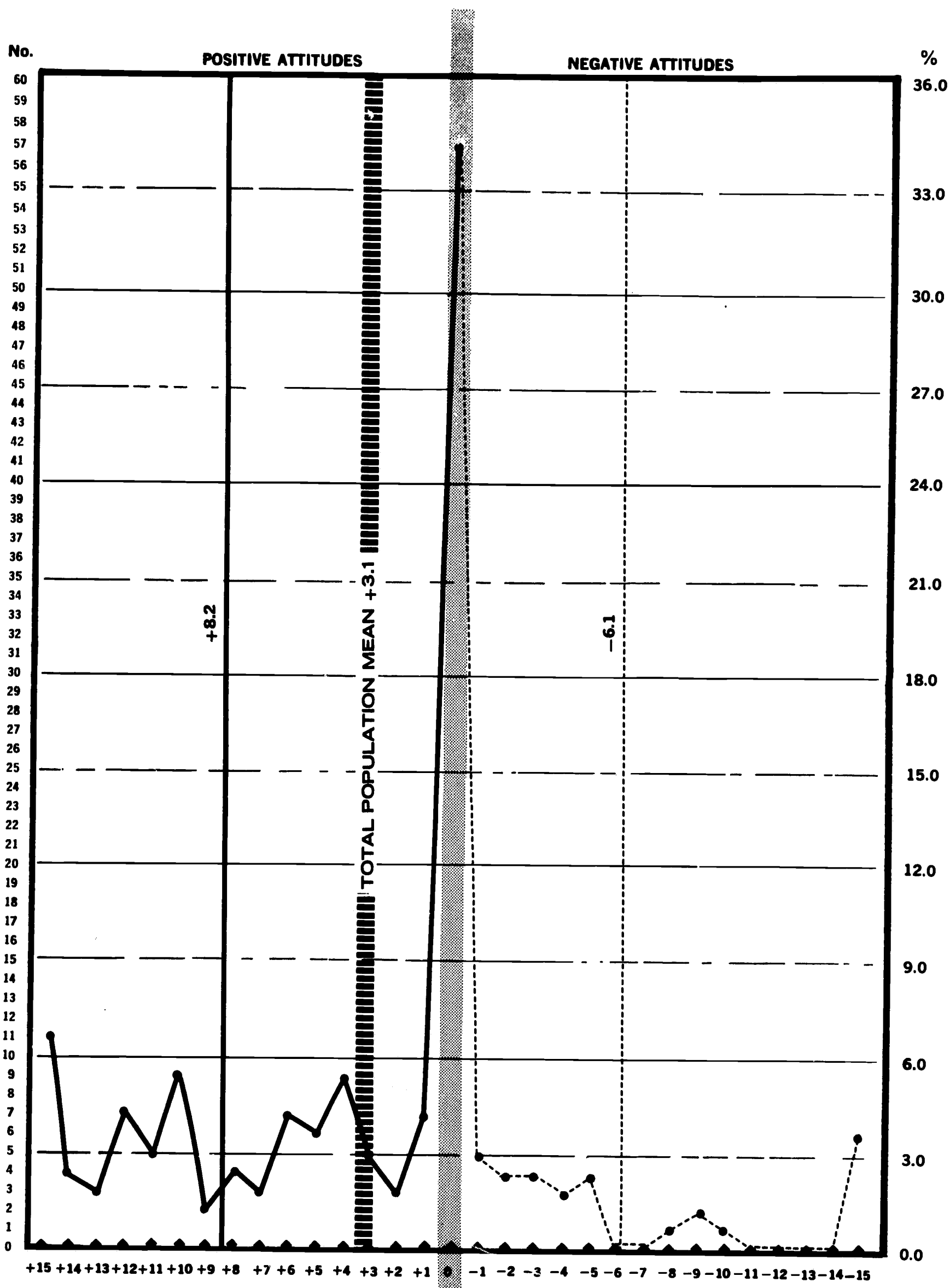


Variable 23: HOW MY CLASS SEES ME

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ||||| neutral attitude: ■■■■■

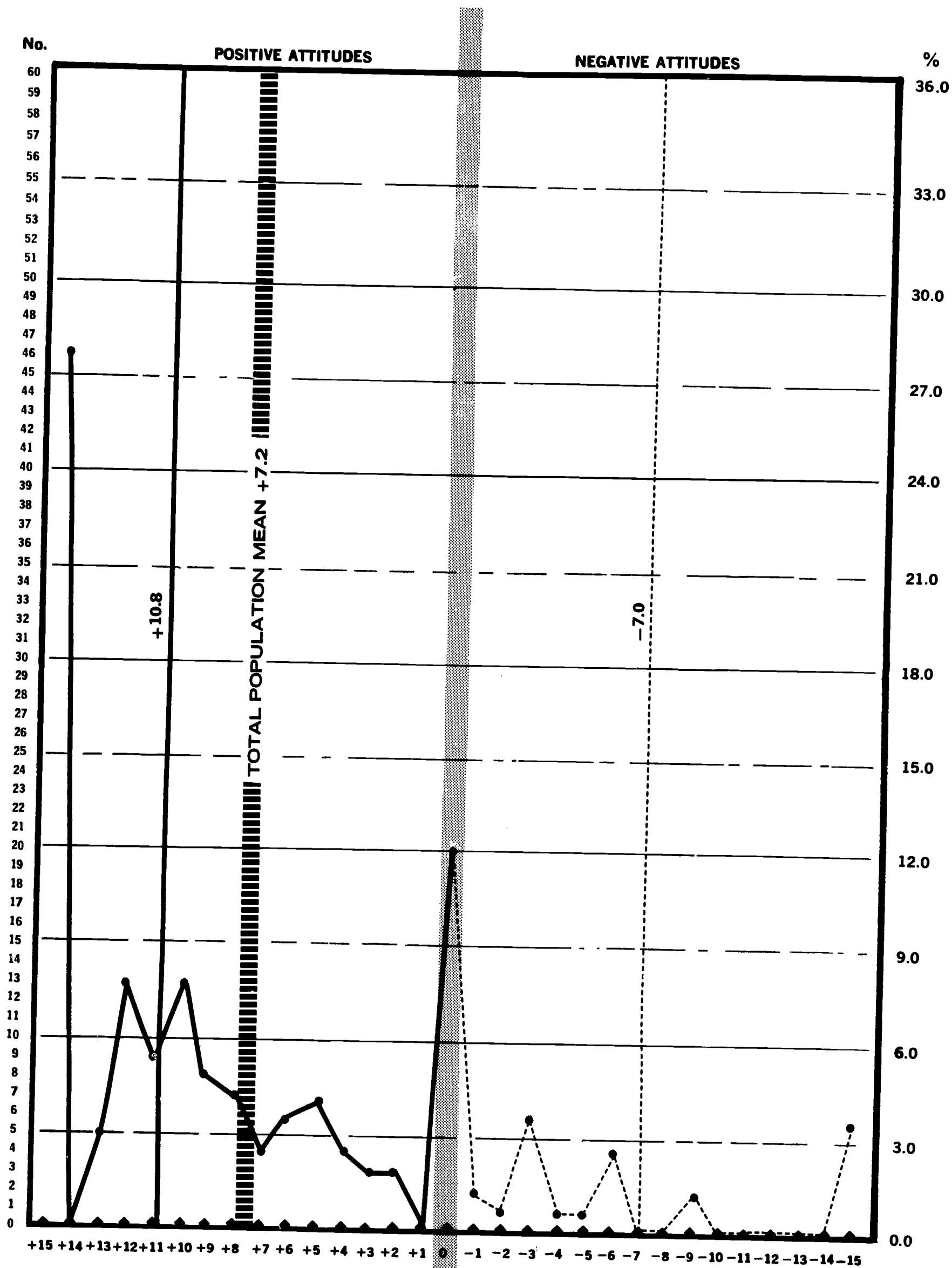


Variable 24: MY FUTURE

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ||||| neutral attitude: ■■■■■

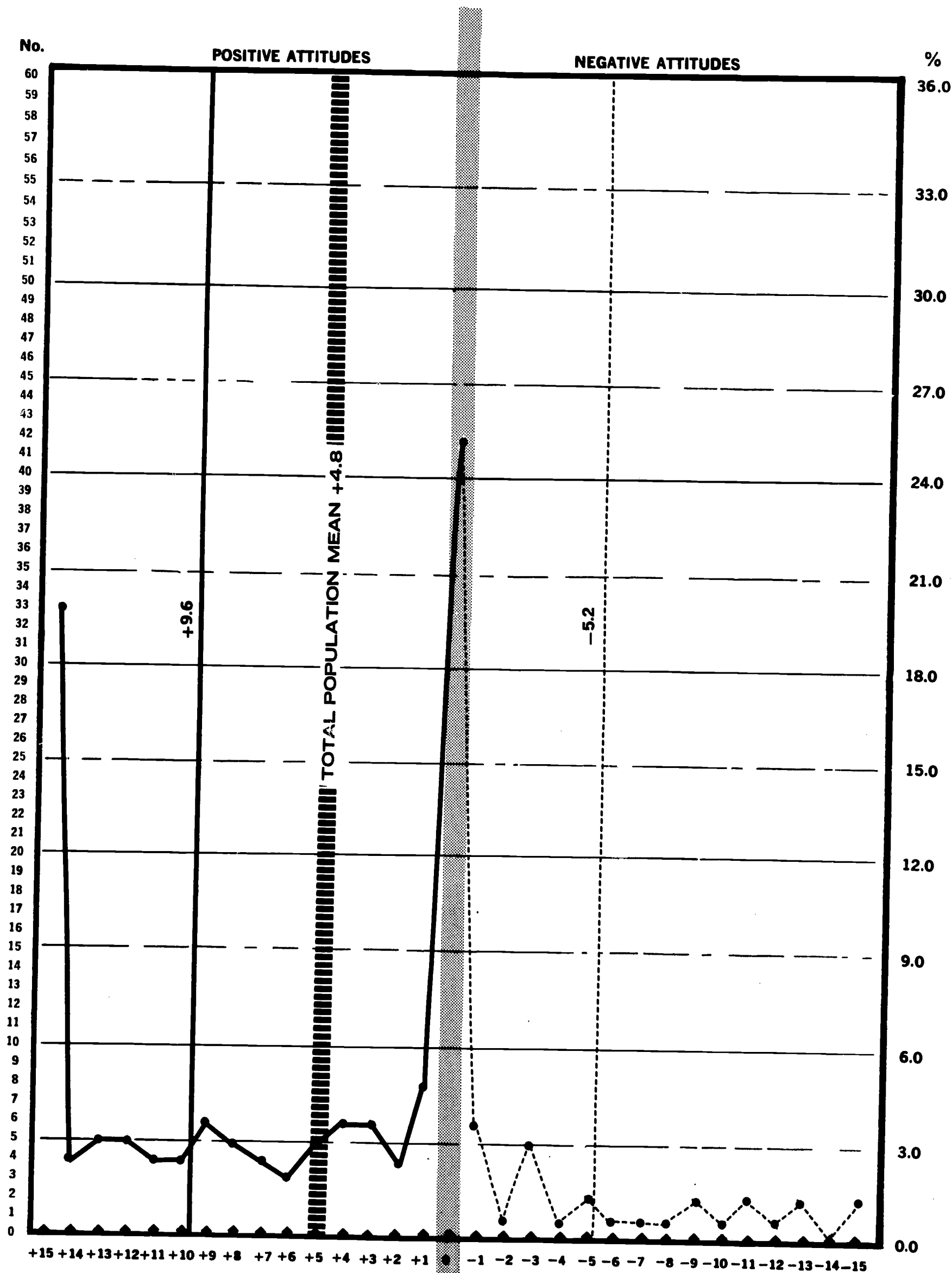


Variable 25: CHICANOS

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ||||| neutral attitude: ■■■■■

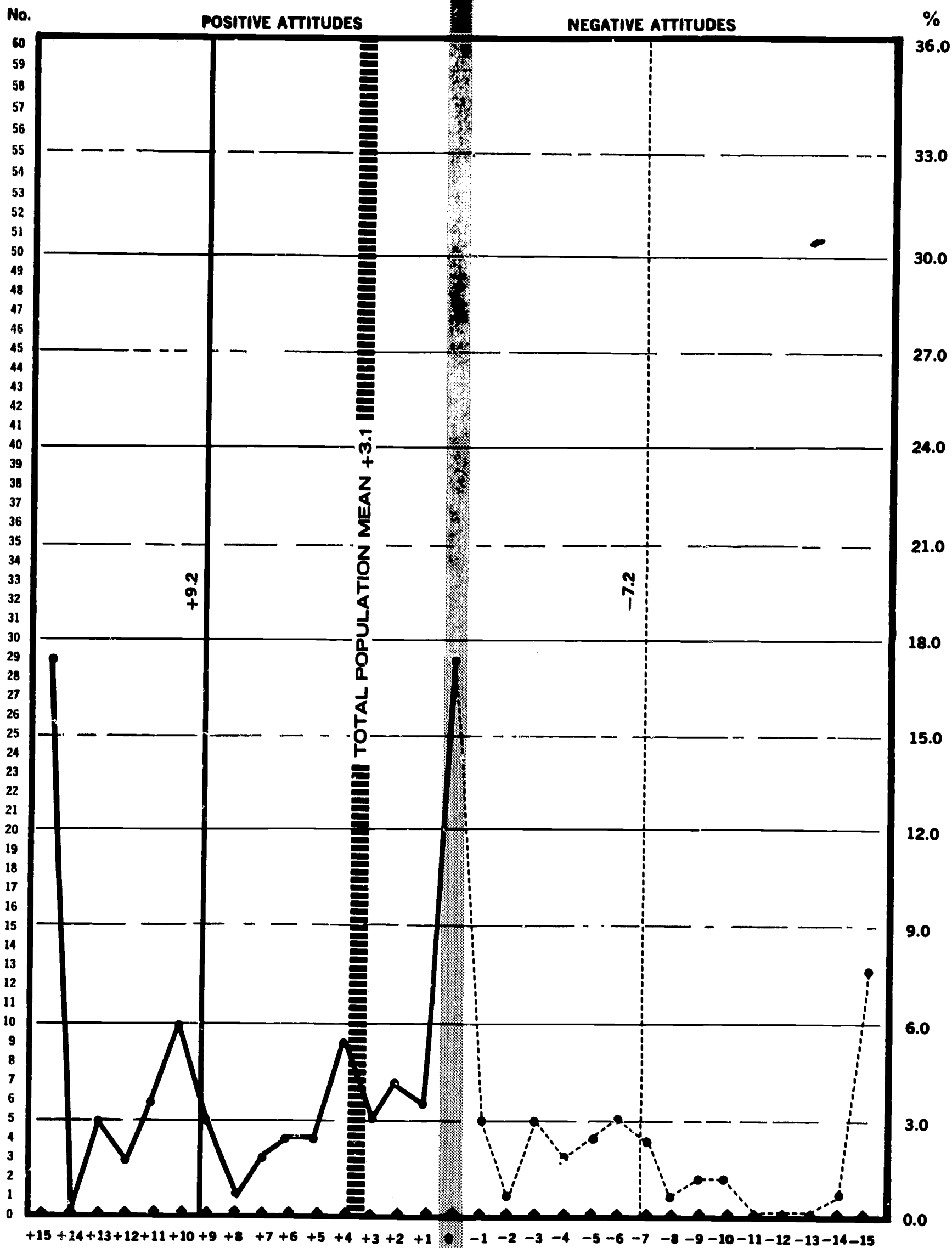


Variable 26: SMOKING

KEY:

MEANS

positive responses: ——— negative responses: - - - - - total population: ||||| neutral attitude: [stippled]

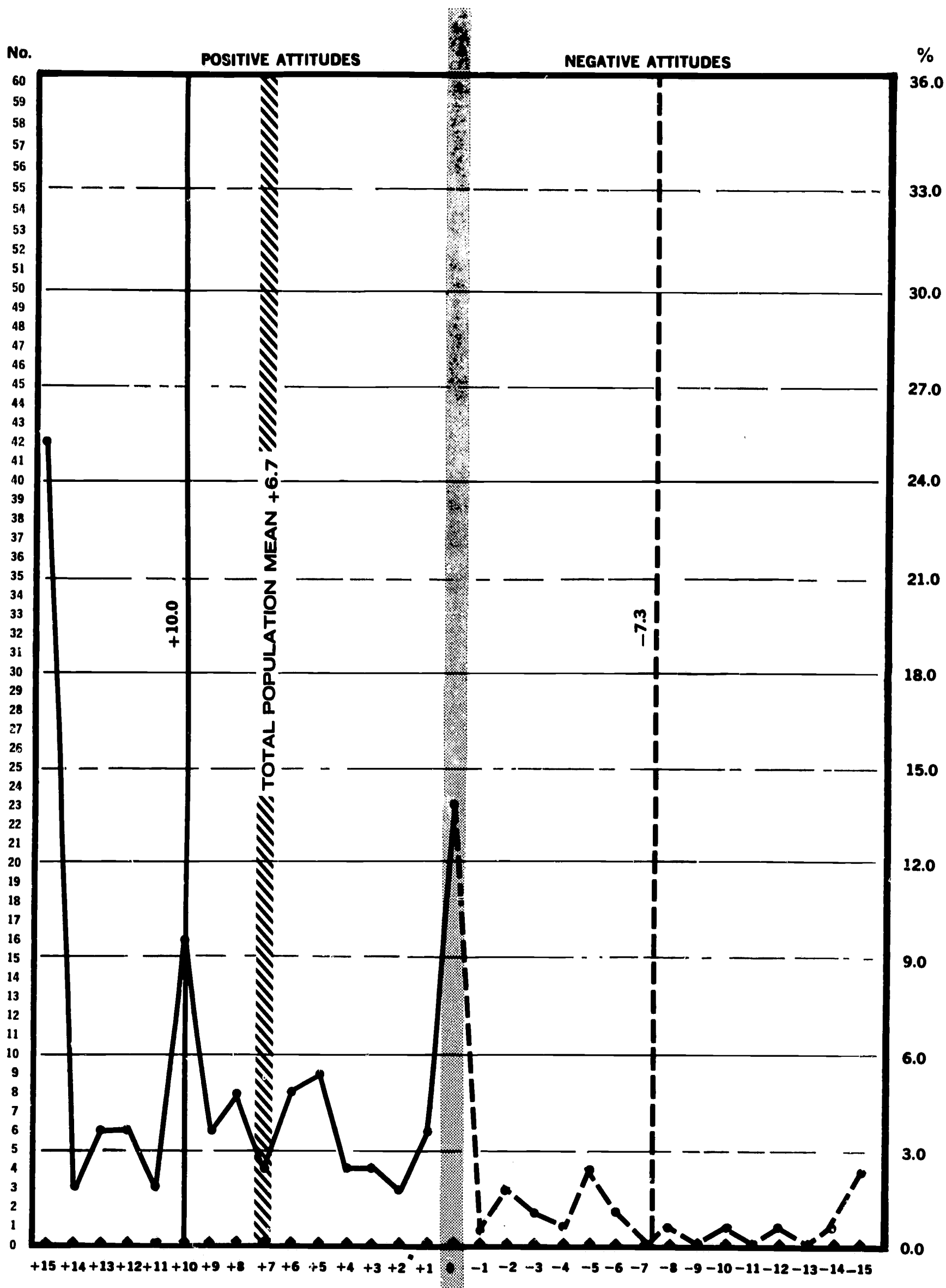


Variable 27: MY FAMILY

KEY:

MEANS

positive responses: ——— negative responses: - - - total population: // // // neutral attitude:

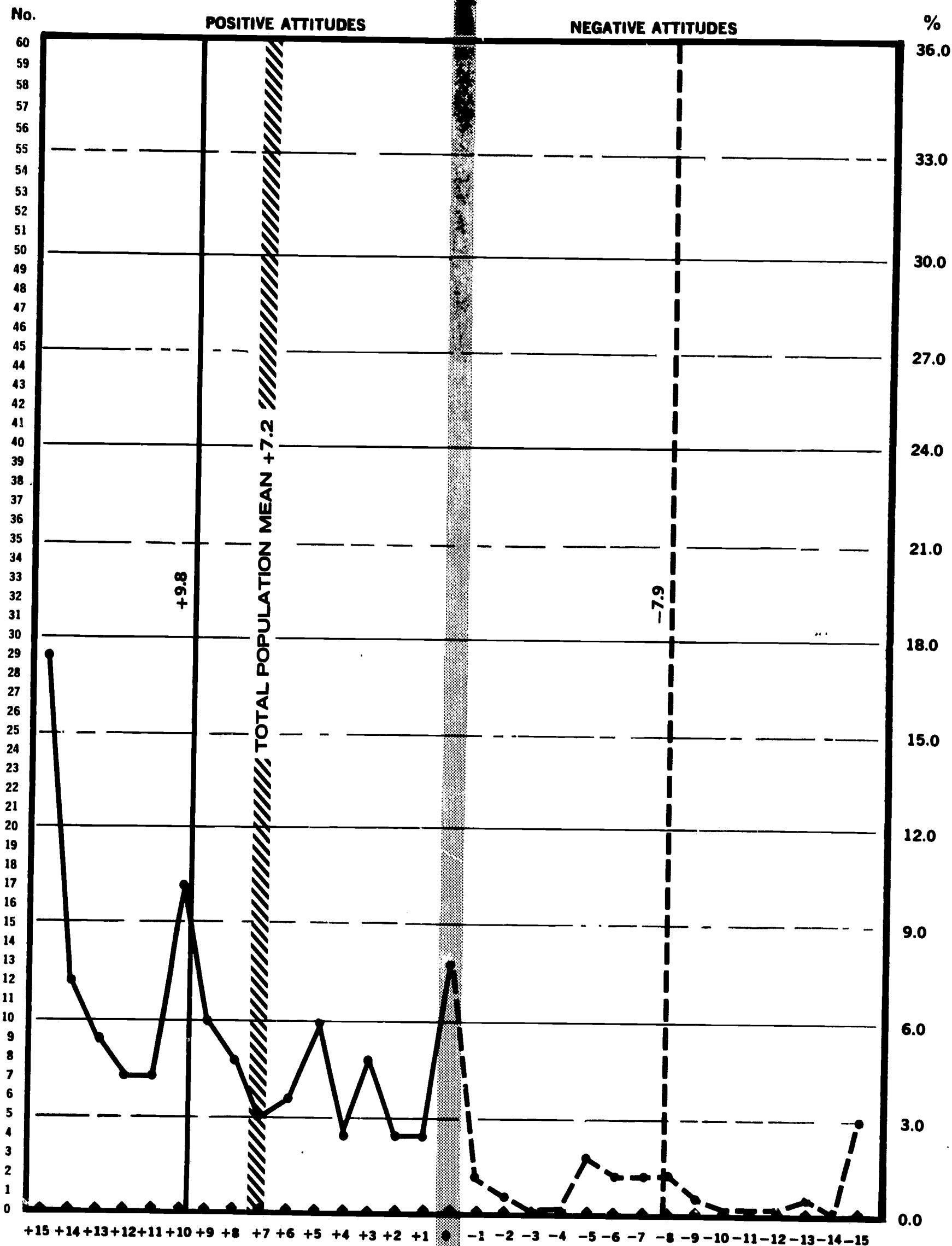


Variable 28: BEST FRIENDS

KEY:

MEANS

positive responses: ——— negative responses: - - - total population: // // // neutral attitude:

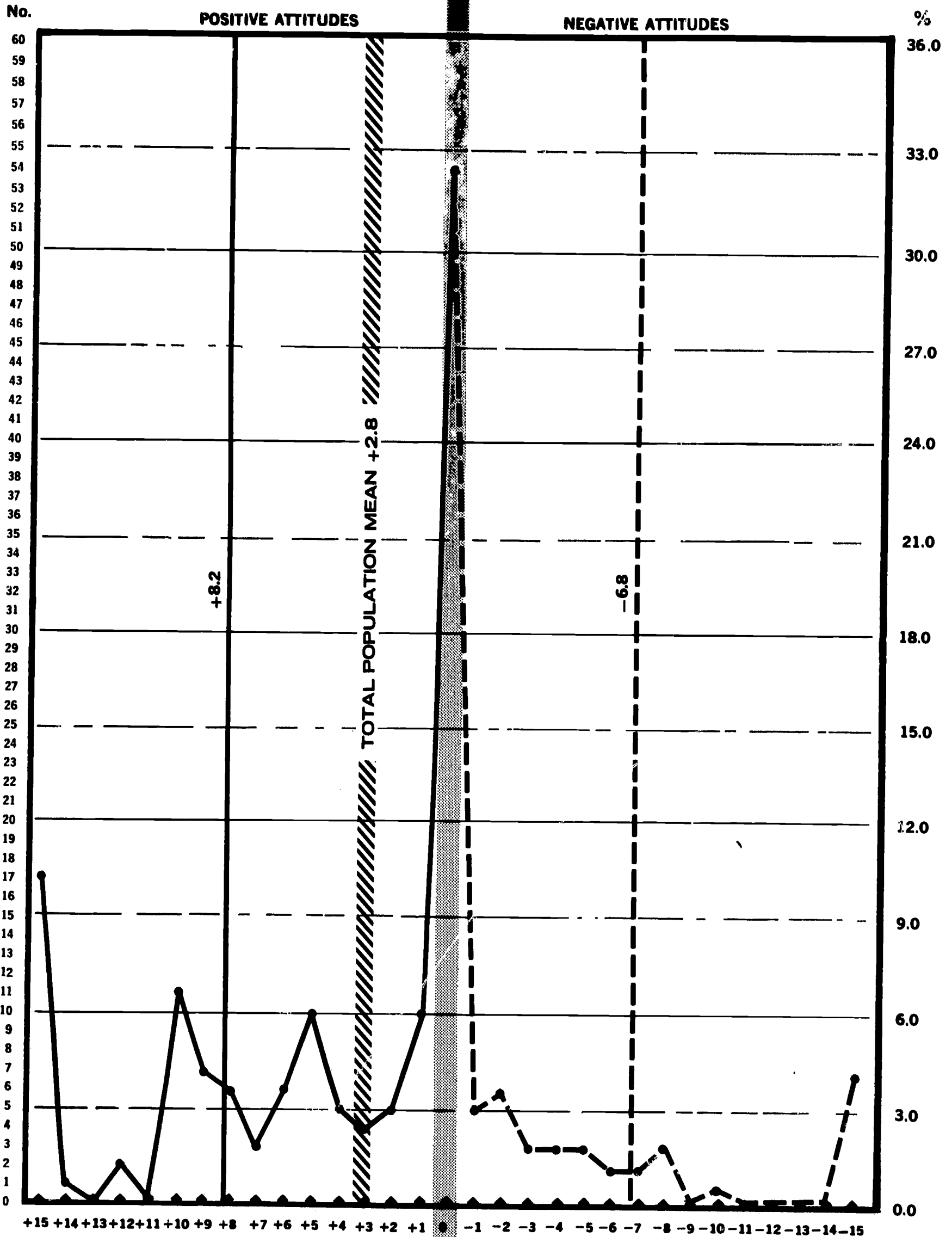


Variable 29: ANGLOS

KEY:

MEANS

positive responses: — negative responses: - - - total population: // neutral attitude: *



Variable 30: NEIGHBORS

KEY:

MEANS

positive responses: ——— negative responses: - - - total population: // neutral attitude: *

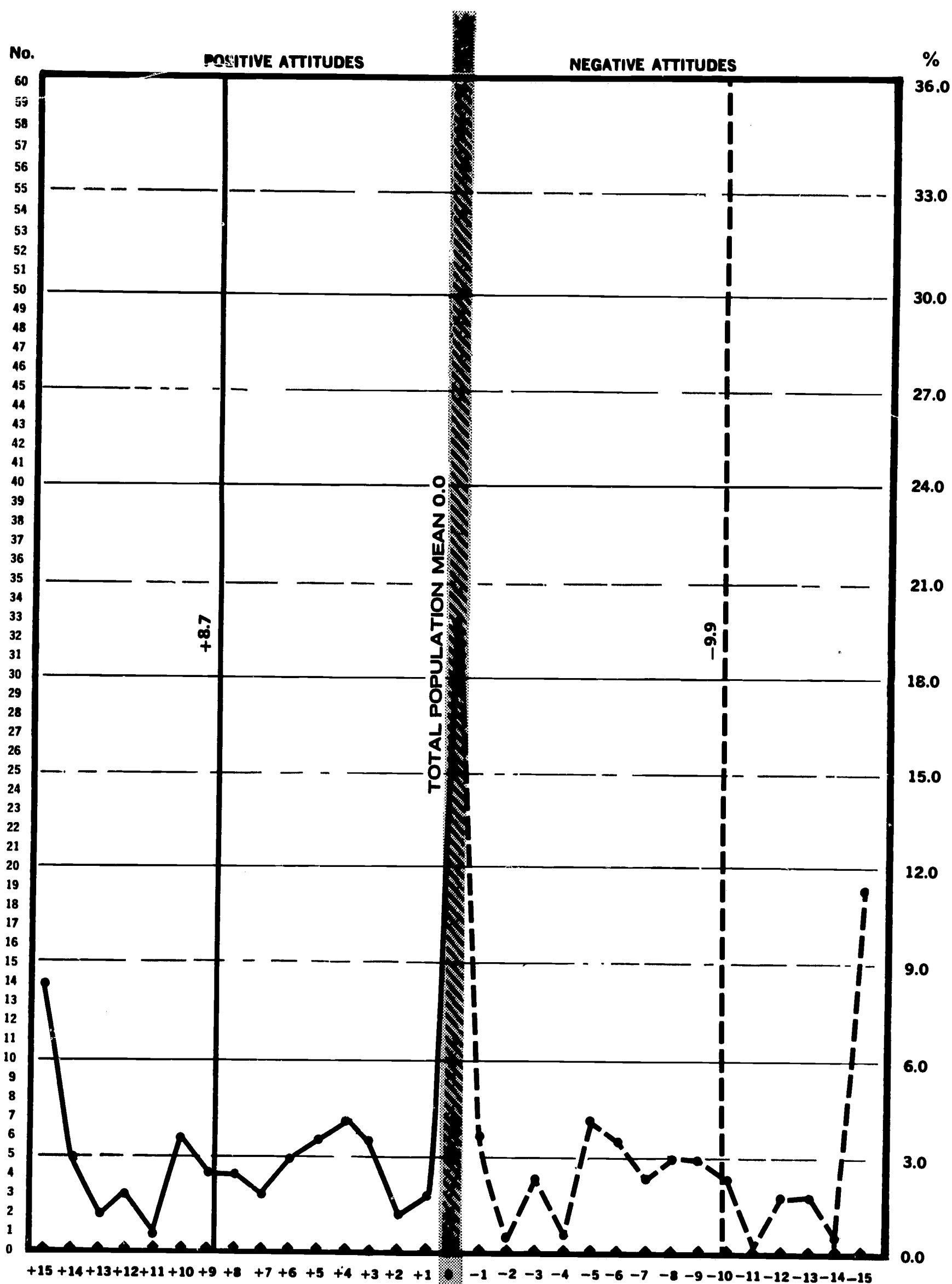


TABLE XVII, 3

MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
Regular High School:																																	
Male	-3.2	1	1	1	5	0	3	4	1	2	2	1	3	6	4	3	10	5	6	5	6	5	5	5	2	8	3	1	3	3	3	18	
Female	-2.7	3	2	1	0	0	3	0	1	1	1	0	1	2	0	2	3	1	0	2	3	1	0	1	0	3	3	1	0	2	0	10	
Me:																																	
Male	+4.3	15	2	4	6	0	6	5	2	5	10	8	3	8	9	5	12	3	3	5	1	1	1	1	2	1	2	1	0	0	0	4	
Female	+6.1	4	2	1	2	1	4	3	4	5	1	1	5	4	2	0	3	1	0	2	0	0	0	1	0	0	0	0	0	0	0	1	
Authority:																																	
Male	-1.4	3	1	0	2	4	0	2	0	4	5	4	8	6	3	4	19	3	5	4	5	3	5	6	5	5	1	3	2	0	0	13	
Female	+0.7	3	2	1	0	2	3	2	1	3	0	1	0	3	1	1	3	2	3	1	2	1	1	0	1	1	1	0	2	1	0	5	
College:																																	
Male	+3.6	8	1	7	3	3	4	7	6	4	10	9	3	5	5	7	18	2	4	1	0	1	3	4	0	3	1	0	1	0	1	4	
Female	+5.7	4	8	1	2	2	3	2	0	3	1	1	1	5	3	1	3	1	2	3	0	1	0	0	1	0	0	0	0	0	0	1	
Most People:																																	
Male	+1.8	5	7	1	0	1	1	3	10	5	7	2	7	8	8	9	6	13	3	5	6	2	2	1	1	3	4	1	0	0	1	8	
Female	+4.6	5	7	0	1	1	1	1	2	2	1	5	2	3	2	1	1	1	9	1	1	2	1	0	1	0	1	0	1	0	0	0	
*Male (N = 126)																																	
Female (N = 47)																																	

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Cheating:																																
Male	-5.9	8	1	0	0	0	0	3	0	0	1	2	5	2	1	12	2	5	4	4	7	3	3	4	4	5	7	4	1	3	3	
Female	-8.0	6	0	0	1	0	0	1	0	0	0	1	3	2	1	3	1	0	3	1	0	1	1	1	1	0	4	2	1	0	2	
Home:																																
Male	+5.3	18	9	6	6	4	13	4	6	5	2	2	3	5	3	4	7	2	2	2	2	0	2	1	1	3	2	1	1	2	1	
Female	+6.8	12	1	1	3	2	4	2	0	1	1	2	1	6	1	0	1	1	2	2	0	0	1	0	0	2	0	0	0	0	0	
Teachers:																																
Male	+0.8	4	1	2	4	3	6	3	4	2	2	3	4	7	4	9	25	5	3	5	4	2	1	3	2	4	1	2	2	0	0	
Female	+2.3	4	2	1	2	2	0	2	1	1	1	2	2	2	3	0	9	2	3	0	1	0	0	1	0	0	0	0	0	0	0	
My School Ability:																																
Male	+3.8	13	3	1	4	4	3	3	7	5	2	3	9	4	11	3	22	6	3	5	4	0	0	2	3	0	0	0	0	0	0	
Female	+5.0	3	2	0	2	4	2	3	3	1	3	4	2	1	0	3	4	4	1	3	0	0	0	0	0	0	1	0	1	0	0	
Punishment:																																
Male	-5.8	0	0	0	0	0	0	2	0	1	1	3	1	5	3	6	16	3	6	6	5	3	5	4	8	5	4	4	2	0	2	
Female	-4.6	3	0	0	0	0	0	1	0	0	1	0	1	3	2	1	2	3	1	4	2	3	2	1	0	0	2	1	1	1	1	
Job:																																
Male	+7.7	26	2	4	11	3	7	9	10	8	4	6	2	10	3	3	6	1	2	3	0	1	0	0	0	0	0	1	0	0	0	
Female	+9.4	11	3	2	1	0	1	4	3	3	1	1	2	2	0	0	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	
*Male (N = 126) Female (N = 47)																																

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
My Classmates:																																	
Male	+1.7	2	1	2	4	5	3	4	2	3	9	4	5	4	6	9	31	6	3	5	1	4	1	0	0	2	0	0	1	0	0	8	
Female	+5.1	7	2	1	1	0	4	2	2	1	3	1	1	1	3	3	8	2	0	1	1	1	0	0	0	0	0	0	1	1	0	0	
Trying Hard:																																	
Male	+3.4	9	2	5	7	1	6	5	3	2	9	4	5	6	6	5	18	8	3	4	2	1	2	2	2	3	0	1	0	0	4		
Female	+7.0	7	2	2	4	4	4	2	2	0	4	2	0	1	2	0	5	1	0	0	2	1	0	1	0	1	0	0	0	0	0	0	
Mother:																																	
Male	+9.1	51	5	6	9	5	8	4	1	2	3	2	2	2	2	3	6	0	1	0	0	2	3	0	0	1	1	1	0	0	0	4	
Female	+10.8	14	25	3	2	5	0	0	1	0	1	2	0	1	0	1	1	2	0	1	0	0	1	0	0	0	0	0	0	1	0	0	
Continuation School:																																	
Male	+2.2	12	2	1	3	3	10	5	6	4	5	2	1	5	4	4	19	3	5	4	2	1	4	2	2	0	1	0	0	0	1	14	
Female	+5.4	5	2	2	4	1	1	5	2	1	4	2	0	3	2	3	3	1	0	0	0	0	1	1	0	0	0	1	2	0	0	1	
How I'd Like to Be:																																	
Male	+7.2	25	3	7	8	4	14	6	2	2	4	8	5	2	5	1	20	0	1	1	0	1	2	0	0	0	0	0	0	0	0	4	
Female	+11.1	16	23	4	1	1	3	3	1	0	0	1	0	2	0	1	0	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	
Graduating:																																	
Male	+9.3	50	4	4	7	4	7	7	1	2	6	4	3	0	2	1	14	1	2	0	0	1	0	0	0	2	2	0	0	0	0	1	
Female	+11.3	17	24	3	1	5	0	1	2	1	0	0	0	2	0	0	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
*Male (N = 126)																																	
Female (N = 47)																																	

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Grown-ups:																																
Male	+0.3	0	1	2	2	4	4	6	2	1	8	5	5	5	3	22	4	4	4	4	3	3	3	4	2	6	1	1	0	1	7	
Female	+1.3	18	5	2	1	0	1	0	1	0	2	2	2	3	1	3	6	3	3	0	1	3	1	0	0	1	3	0	0	0	0	3
Quitting School:																																
Male	-4.7	19	4	0	0	1	0	2	3	1	0	5	3	3	5	1	2	13	5	4	5	5	3	4	2	7	5	4	3	1	4	27
Female	-6.8	0	0	0	0	1	1	0	0	0	1	2	1	3	0	0	4	1	0	0	0	2	1	1	1	3	3	2	2	3	1	13
Dating:																																
Male	+10.1	53	3	4	6	6	9	7	3	8	2	2	2	3	5	2	5	0	0	0	1	0	0	0	0	0	2	0	0	0	0	2
Female	+10.9	20	24	2	1	2	3	1	2	0	0	1	4	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Father:																																
Male	+5.1	27	3	2	4	8	8	8	4	4	2	5	2	5	2	0	13	1	1	1	2	4	1	3	0	3	0	1	1	1	0	9
Female	+6.3	21	14	0	3	0	3	2	1	1	1	1	0	2	1	0	6	2	2	1	0	0	0	0	1	3	0	0	0	0	0	1
My High School Counselor:																																
Male	+1.3	5	5	1	6	3	6	5	5	5	2	3	3	4	3	4	30	3	2	3	1	0	2	1	0	1	3	1	0	2	0	16
Female	+6.1	8	1	2	3	2	4	3	2	0	1	4	2	3	0	0	4	2	2	0	0	1	0	0	0	0	0	0	0	0	0	3
How My Class Sees Me:																																
Male	+2.1	9	1	1	3	3	4	2	2	1	6	4	7	3	3	5	45	4	3	3	3	4	0	0	1	1	1	0	0	0	0	6
Female	+5.6	23	2	3	2	4	2	0	2	2	1	2	2	2	0	2	12	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0
*Male (N = 126)																																
Female (N = 47)																																

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
My Future:																																	
Male	+7.3	25	0	4	10	4	11	6	4	4	6	5	3	2	3	1	19	2	1	5	1	1	2	0	0	1	0	0	0	0	0	5	
Female	+9.8	24	21	0	1	3	5	2	2	3	0	0	2	1	1	0	1	0	0	1	0	0	2	0	0	1	0	0	0	0	0	1	
Mexican-Americans:																																	
Male	+3.7	17	2	3	5	3	3	4	2	4	2	5	5	3	6	34	4	1	3	1	1	0	1	1	2	1	2	1	2	0	2	0	
Female	+7.6	25	16	2	2	0	1	1	2	3	0	1	0	1	1	2	8	2	0	2	0	1	1	0	0	0	0	0	0	0	0	0	
Smoking:																																	
Male	+3.1	21	0	4	2	4	6	3	0	2	2	3	8	2	7	5	24	5	0	5	1	3	2	4	0	2	1	0	0	0	0	9	
Female	+3.1	26	8	0	1	1	2	4	2	1	2	1	1	3	0	1	5	0	1	0	2	1	3	0	1	0	1	0	0	0	1	4	
My Family:																																	
Male	+6.5	30	2	2	6	2	12	4	5	3	6	8	4	3	1	5	17	1	2	1	1	2	2	0	1	0	0	0	0	1	4	0	
Female	+7.1	27	12	1	4	0	1	4	2	3	1	2	1	0	1	2	1	6	0	1	1	0	2	0	0	0	1	0	1	0	0	0	
My Best Friends:																																	
Male	+6.4	18	6	7	6	3	11	8	6	5	3	9	4	5	3	3	11	2	1	0	0	3	2	2	2	1	0	0	0	1	0	3	
Female	+9.1	28	11	6	2	1	4	6	2	2	0	3	1	0	3	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
Anglos:																																	
Male	+2.2	13	0	0	1	0	6	6	3	3	3	8	3	2	3	6	39	5	6	2	1	2	0	1	4	0	1	0	0	0	0	7	
Female	+4.4	29	4	1	0	1	5	1	3	0	3	2	2	2	2	4	15	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	
Neighbors:																																	
Male	-0.3	10	2	1	3	1	5	2	3	3	5	4	3	4	2	2	24	5	1	4	0	3	4	3	4	5	3	0	2	2	1	15	
Female	-0.8	30	4	3	1	0	1	2	1	0	0	2	4	2	0	1	9	1	0	0	1	4	2	1	1	0	1	0	1	1	0	4	
*Male	(N = 126)																																
Female	(N = 47)																																

TABLE XVII, 4

MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																
Anglo	-2.4	4	2	2	3	0	5	3	2	2	2	1	3	5	3	4	10	5	4	6	6	5	3	5	1	7	4	1	2	5	3	16
Mex/Am	-5.0	1	0	1	0	2	0	0	1	0	1	0	1	3	1	1	3	1	1	1	3	1	2	1	1	3	2	1	1	0	0	12
Me:																																
Anglo	+5.4	11	4	5	7	1	9	7	6	6	9	5	5	9	9	2	12	1	1	4	1	1	1	2	1	1	1	0	0	0	3	
Mex/Am	+3.6	8	0	0	1	0	1	1	0	4	2	4	3	3	1	1	3	3	2	3	0	0	0	0	1	0	1	1	0	0	0	2
Authority:																																
Anglo	0.0	5	3	1	2	5	3	4	1	5	5	4	6	6	4	4	13	4	3	4	4	3	3	3	6	5	0	3	2	0	0	13
Mex/Am	-3.4	3	1	0	0	1	0	0	0	1	0	1	1	3	0	1	9	1	5	1	3	1	3	2	0	1	2	0	2	1	0	.5
College:																																
Anglo	+4.7	13	2	6	5	4	6	6	6	2	8	8	2	7	5	5	16	3	5	3	0	1	1	2	1	3	0	0	0	0	0	4
Mex/Am	+2.3	4	2	0	0	1	1	3	0	5	3	2	2	3	3	2	5	0	1	1	0	1	2	2	0	0	1	0	1	0	1	1
Most People:																																
Anglo	+2.9	10	1	1	2	2	3	7	7	6	3	9	8	8	4	4	16	3	3	4	2	1	2	0	1	5	1	0	0	1	0	6
Mex/Am	+1.7	5	4	0	0	0	1	5	0	2	2	0	3	2	2	3	6	1	3	3	1	1	0	1	2	0	0	1	0	0	0	2
Cheating:																																
Anglo	-7.1	5	1	0	1	0	0	3	0	0	0	0	1	5	3	2	8	2	4	6	3	5	3	1	5	3	4	9	4	2	3	42
Mex/Am	-4.7	6	3	0	0	0	0	1	0	0	0	1	2	2	1	0	7	1	1	1	2	2	1	3	0	1	1	2	0	0	0	13

* Anglo (N = 125)

Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
Home:																																	
Anglo	+5.7	7	20	6	6	8	6	12	5	5	5	2	2	3	5	4	3	3	3	3	1	0	3	1	1	4	1	0	1	2	1	5	
Mex/Am	+5.2	9	3	3	1	1	0	4	1	1	1	2	1	6	0	1	5	0	1	1	1	0	0	0	0	1	1	1	0	0	0	2	
Teachers:																																	
Anglo	+2.0	8	7	2	3	5	4	6	5	3	2	2	5	4	5	6	6-25	5	4	3	1	1	0	2	1	4	1	1	2	0	0	9	
Mex/Am	-1.3	1	0	0	0	1	1	0	0	1	1	0	2	4	1	3	9	2	2	2	3	1	1	2	1	0	0	1	0	0	0	5	
My School Ability:																																	
Anglo	+4.5	9	11	4	1	4	5	4	5	9	5	5	8	2	5	5	20	7	3	7	1	0	0	2	1	0	1	0	1	0	0	2	
Mex/Am	+3.2	5	1	4	0	2	2	1	1	1	0	2	3	2	5	1	6	3	1	1	3	0	0	0	2	0	0	0	0	0	0	2	
Punishment:																																	
Anglo	-5.0	10	2	0	0	0	0	0	3	0	1	2	2	2	8	3	5	10	5	4	9	4	6	5	3	6	5	4	3	2	1	1	28
Mex/Am	-6.9	1	0	0	0	0	0	0	0	0	0	1	0	0	1	2	7	1	3	1	3	0	1	2	2	0	2	2	1	0	2	13	
Job:																																	
Anglo	+8.2	11	31	4	5	9	2	6	10	11	8	3	5	2	8	2	2	4	2	2	2	1	1	0	0	0	0	0	1	0	0	3	
Mex/Am	+7.5	11	11	1	1	2	0	2	3	2	3	2	2	5	1	1	5	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	
My Classmates:																																	
Anglo	+3.0	12	6	2	3	3	4	7	5	2	3	10	5	5	2	8	8	26	5	2	3	2	3	0	0	0	2	0	0	0	0	6	
Mex/Am	+1.6	2	2	1	0	2	1	0	1	2	1	2	0	0	3	1	4	13	3	1	3	0	1	1	0	0	0	0	0	1	0	2	

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Trying Hard:																																
Anglo	+5.0	13	13	2	7	7	5	8	4	3	2	11	5	4	7	4	3	16	4	1	3	0	3	3	1	1	3	1	0	0	0	3
Mex/Am	+2.6	3	3	1	0	4	0	2	3	1	0	2	0	1	0	4	2	7	5	2	1	2	0	0	1	2	0	0	1	0	0	1
Mother:																																
Anglo	+9.7	14	55	6	5	13	3	6	3	2	1	2	4	0	2	0	3	4	2	1	1	0	2	3	0	0	1	0	1	0	3	
Mex/Am	+8.8	19	19	2	2	1	2	2	1	0	1	2	0	2	1	2	1	3	0	0	0	0	1	0	0	0	1	0	1	0	1	
Continuation School:																																
Anglo	+3.3	12	12	3	3	4	3	10	9	6	2	4	4	1	7	5	5	13	4	3	3	2	0	5	2	0	0	1	2	0	1	10
Mex/Am	+2.4	15	5	1	0	3	1	1	1	1	3	4	0	0	1	1	2	9	0	2	1	0	1	0	1	2	0	1	0	0	0	4
How I'd Like to Be:																																
Anglo	+8.7	36	36	7	6	6	7	11	7	3	1	2	5	4	3	2	1	14	0	2	2	0	1	1	0	0	0	0	0	0	3	
Mex/Am	+6.7	16	10	0	2	3	0	5	2	0	1	2	4	1	1	3	1	6	0	1	0	0	1	0	0	1	0	0	0	0	1	
Graduating:																																
Anglo	+9.9	53	53	5	4	8	3	8	8	2	1	2	2	2	2	1	1	14	2	2	0	0	0	1	0	0	2	0	0	0	1	
Mex/Am	+9.3	17	18	2	1	4	1	0	1	1	2	4	2	1	0	1	0	4	0	1	0	0	0	0	0	0	2	0	0	0	0	
Grown-ups:																																
Anglo	+0.4	18	3	2	3	1	4	4	5	3	0	6	6	6	7	4	2	18	6	5	2	4	5	4	1	3	2	6	1	1	0	9
Mex/Am	+0.5	18	1	1	0	1	1	0	1	0	1	3	4	1	1	2	3	10	1	2	2	1	1	0	2	1	1	3	0	0	0	1

* Anglo (N = 125)
Mexican-American (N = 45)

4

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
Quitting School:																																	
Anglo	-5.2	19	4	0	0	0	1	3	2	1	0	3	4	3	7	1	2	13	3	1	3	4	6	2	3	2	8	7	2	3	4	5	28
Mex/Am	-5.0	0	0	0	0	2	0	0	1	0	0	3	1	1	1	0	4	3	3	1	1	1	2	2	1	2	1	3	2	0	0	10	
Dating:																																	
Anglo	+10.9	20	57	3	5	7	8	8	8	4	4	1	1	3	6	2	1	2	0	0	0	0	0	0	0	1	1	0	0	0	0	2	
Mex/Am	+8.6	18	18	2	0	1	0	4	0	1	4	1	1	0	1	4	1	4	0	0	1	0	0	0	0	1	1	0	0	0	0	0	
Father:																																	
Anglo	+5.0	21	28	2	5	2	9	5	7	5	3	3	5	1	5	1	0	13	2	2	2	0	3	1	2	1	5	0	1	1	0	9	
Mex/Am	+6.2	11	11	1	0	2	1	6	2	0	2	0	1	1	2	2	0	6	1	1	0	2	1	0	1	0	1	0	0	0	0	1	
My High School Counselor:																																	
Anglo	+2.9	22	11	5	2	7	3	7	6	6	3	1	7	3	4	2	2	25	4	2	3	0	0	1	1	0	0	3	1	0	0	15	
Mex/Am	+1.4	1	1	1	1	2	2	2	2	1	2	2	0	2	2	1	2	9	1	2	0	1	0	2	0	0	1	0	0	2	0	4	
How My Class Sees Me:																																	
Anglo	+3.1	23	7	2	2	4	3	9	2	4	3	3	6	5	3	2	5	41	5	4	3	2	3	0	0	1	1	1	0	0	0	3	
Mex/Am	+2.8	4	4	1	1	3	2	0	0	0	0	4	0	3	2	1	2	15	0	0	1	1	0	0	0	1	0	0	0	0	0	3	
My Future:																																	
Anglo	+7.6	24	33	0	4	10	9	8	5	5	4	4	5	4	3	0	1	13	1	0	5	1	1	3	0	0	2	0	0	0	0	3	
Mex/Am	+6.3	12	12	0	1	2	0	5	3	2	0	2	2	0	0	3	0	7	1	1	0	0	1	0	0	0	0	0	0	0	0	3	

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
Mexican-Americans:																																	
Anglo	+4.4	23	4	3	2	2	2	4	4	3	3	3	3	5	3	5	31	6	1	5	1	1	1	1	1	1	1	1	0	2	0	2	
Mex/Am	+5.6	8	0	2	3	2	2	2	1	1	0	2	3	1	1	3	10	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	
Smoking:																																	
Anglo	+2.7	26	20	0	2	3	5	6	2	1	2	2	4	7	5	5	19	4	1	5	3	3	1	4	1	1	1	0	0	0	0	12	
Mex/Am	+4.8	9	0	3	0	1	4	3	0	1	2	0	1	0	2	1	10	0	0	0	0	1	4	0	0	1	1	0	0	0	0	1	
My Family:																																	
Anglo	+6.6	27	29	3	2	6	3	14	4	6	1	5	5	4	3	2	5	15	1	3	2	0	2	2	0	1	0	1	0	0	0	4	
Mex/Am	+7.0	12	0	4	0	0	0	2	2	2	2	3	4	0	0	1	1	8	0	0	0	1	2	0	0	0	0	0	0	0	0	1	
My Best Friends:																																	
Anglo	+7.3	28	23	8	7	4	5	13	8	4	2	4	9	4	5	1	3	10	2	1	0	0	3	1	1	1	0	0	0	1	0	3	
Mex/Am	+6.8	5	4	2	2	3	2	4	2	3	3	2	1	0	3	3	1	3	0	0	0	0	1	1	0	0	0	0	0	0	0	2	
Anglos:																																	
Anglo	+2.7	29	12	1	0	1	0	9	5	4	1	5	8	1	3	4	7	41	4	3	2	1	1	1	3	0	0	0	0	0	0	6	
Mex/Am	+2.8	4	0	0	0	1	0	2	2	2	2	1	2	4	0	1	2	13	1	3	0	1	0	0	1	0	1	0	0	0	0	1	
Neighbors:																																	
Anglo	-0.7	30	10	3	0	1	1	4	3	3	2	3	4	5	5	1	3	23	5	0	3	1	6	4	3	4	5	3	0	3	2	1	14
Mex/Am	+1.1	4	1	2	2	0	2	2	0	0	1	2	2	2	1	1	0	10	1	1	1	0	1	2	1	1	0	1	0	1	0	5	

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 5

MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																
Group A	-4.4	1	3	0	2	0	3	1	1	2	1	0	1	3	0	5	6	3	1	3	4	3	2	3	2	6	3	1	1	2	3	18
Group B	-1.9	1	3	0	2	3	0	3	0	1	1	1	2	3	3	0	6	2	3	2	3	2	3	3	0	5	3	1	1	3	0	10
Group C	-0.6	0	0	0	0	0	0	0	1	0	1	0	1	2	1	0	1	2	2	2	1	0	0	0	0	0	0	0	1	0	0	0
Me:																																
Group A	+5.5	11	2	2	3	1	6	6	1	6	5	6	3	7	7	2	5	1	0	4	1	0	0	1	1	0	0	0	0	0	0	3
Group B	+4.8	2	8	2	3	4	0	4	2	3	4	2	4	2	4	3	10	2	3	2	0	1	1	0	0	0	1	1	0	0	0	2
Group C	+1.2	0	0	0	1	0	0	0	2	0	2	1	1	3	0	0	1	0	1	0	0	0	1	1	1	1	1	0	0	0	0	0
Authority:																																
Group A	-0.7	4	2	0	0	3	1	3	1	5	4	3	4	3	3	1	5	1	6	2	3	4	4	2	2	2	2	1	0	1	0	10
Group B	-1.6	3	2	1	0	2	0	1	0	2	0	2	4	4	1	4	13	3	2	2	4	0	1	2	3	3	0	2	4	0	0	8
Group C	-1.9	0	0	0	1	0	3	0	0	0	1	0	0	2	0	0	4	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0
College:																																
Group A	+3.2	9	0	3	2	3	4	3	4	2	5	3	1	5	6	5	8	3	2	1	0	0	3	3	1	2	1	0	1	0	1	3
Group B	+4.8	4	6	1	6	2	2	2	6	1	4	2	6	2	4	1	2	13	0	3	3	0	2	0	1	0	1	0	0	0	0	2
Group C	+6.4	1	1	0	1	0	1	0	0	1	4	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Most People:																																
Group A	+2.0	4	1	0	1	1	1	1	7	3	3	4	6	5	5	7	3	11	2	3	4	2	0	1	0	2	2	0	1	0	0	5
Group B	+3.2	5	10	0	1	0	2	3	2	5	2	2	5	5	3	3	9	2	2	3	1	2	1	1	1	3	0	0	0	0	0	3
Group C	+2.7	0	0	0	0	1	1	2	2	0	1	1	1	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE *

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Cheating:																																
Group A	-6.1	4	1	0	1	0	0	2	0	0	0	0	1	4	3	1	7	2	2	4	1	3	2	3	3	3	1	4	4	0	1	27
Group B	-6.7	6	4	0	0	0	0	2	0	0	0	1	1	3	1	1	7	1	2	2	2	4	1	0	1	1	4	6	2	2	2	23
Group C	-7.1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	1	1	1	0	0	1	0	0	0	5
Home:																																
Group A	+5.3	15	5	4	3	5	6	3	1	3	3	3	5	1	1	1	3	1	3	2	0	0	2	0	1	3	0	1	0	2	1	4
Group B	+6.1	7	13	4	3	6	0	9	4	2	0	1	0	4	1	3	3	2	1	2	1	0	1	1	0	2	2	0	1	0	0	3
Group C	+6.2	2	1	0	0	1	2	0	1	1	0	0	1	2	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Teachers:																																
Group A	+0.3	4	1	0	4	2	4	3	3	1	1	1	3	1	5	3	17	5	4	1	2	0	0	0	3	1	2	1	1	0	0	11
Group B	+2.2	8	3	2	3	1	1	2	2	0	1	4	3	7	2	4	15	2	1	3	3	1	1	1	1	2	0	0	1	0	0	3
Group C	+1.8	1	0	0	1	0	1	0	0	2	1	0	0	1	0	2	2	0	1	1	0	1	0	0	0	0	0	1	1	0	0	0
My School Ability:																																
Group A	+4.0	7	2	1	4	6	2	2	4	4	3	4	5	1	4	2	14	6	2	4	2	0	0	1	1	0	0	0	0	0	0	3
Group B	+4.3	9	8	2	0	2	3	4	3	2	1	3	4	4	5	4	9	4	0	3	2	0	0	1	2	0	1	0	1	0	0	1
Group C	+4.0	1	1	0	0	0	0	0	3	0	1	0	2	0	2	0	3	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Punishment:																																
Group A	-6.5	2	0	0	0	0	0	0	0	1	1	1	0	5	2	5	6	3	4	3	3	2	2	3	2	4	4	2	2	0	3	24
Group B	-4.9	10	0	0	0	0	0	2	0	0	1	2	2	1	3	1	10	3	3	7	3	2	3	2	4	1	2	3	1	1	0	15
Group C	-2.6	1	0	0	0	0	0	1	0	0	0	0	0	2	0	1	2	0	0	0	1	2	2	0	2	0	0	0	0	0	0	2

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Job:																																
Group A	+8.7	24	2	0	5	2	5	10	4	7	3	1	4	6	2	1	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0	1
Group B	+7.5	11	16	1	5	6	1	3	2	8	3	1	6	0	5	1	1	6	1	0	1	1	1	0	0	0	0	0	1	0	0	2
Group C	+7.9	3	2	1	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
My Classmates:																																
Group A	+2.7	6	1	1	3	4	4	4	1	2	3	6	2	2	3	4	4	21	3	1	4	1	0	0	0	1	0	0	0	1	0	6
Group B	+2.5	12	2	1	2	1	3	4	2	2	1	5	3	4	2	3	6	15	3	1	2	1	5	1	0	1	0	0	1	0	0	2
Group C	+2.9	1	1	1	0	0	0	1	0	0	1	0	0	0	2	2	3	2	1	0	0	0	0	0	0	0	0	0	1	0	0	0
Trying Hard:																																
Group A	+4.1	6	2	3	6	1	5	4	3	2	10	2	2	1	3	4	12	4	1	3	1	1	1	0	1	2	0	1	0	0	0	3
Group B	+4.4	13	7	4	4	4	4	2	1	0	1	3	3	4	5	0	11	3	1	1	1	2	2	2	1	1	0	0	0	0	0	1
Group C	+6.5	3	0	0	1	0	1	1	1	0	2	1	0	2	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Mother:																																
Group A	+9.5	36	4	5	11	2	3	1	1	1	2	1	0	0	1	3	2	2	0	1	0	1	1	0	0	0	1	1	1	0	0	2
Group B	+9.7	14	34	3	3	2	3	2	1	1	2	2	2	3	0	1	3	0	1	0	0	1	2	0	0	1	0	0	0	0	0	2
Group C	+9.1	6	1	0	0	1	2	1	0	0	0	1	0	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Continuation School:																																
Group A	+3.5	10	3	0	4	3	6	5	4	2	5	0	1	6	3	3	7	2	2	3	1	1	0	1	2	0	0	1	2	0	0	7
Group B	+3.1	15	6	1	3	1	3	5	4	2	2	4	0	1	3	2	14	2	2	1	0	0	4	2	0	0	1	0	0	0	0	6
Group C	+0.2	1	0	0	0	0	2	0	0	1	2	0	0	1	0	2	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	2

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5

MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
How I'd Like to Be:																																
Group A	+8.4	27	4	4	2	4	7	4	2	1	2	4	2	2	3	1	8	0	2	0	0	2	0	0	1	0	0	0	0	0	0	2
Group B	+8.1	16	1	3	7	3	8	4	0	2	4	2	2	2	2	1	11	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Group C	+8.2	3	2	1	0	0	2	1	1	1	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	
Graduating:																																
Group A	+9.7	35	3	2	7	1	4	5	3	2	2	3	2	0	0	0	10	0	2	0	0	0	0	0	2	1	0	0	0	0	0	0
Group B	+9.4	17	3	3	5	1	3	3	0	1	1	1	2	2	2	1	8	2	1	0	0	1	0	0	0	1	0	0	0	0	0	1
Group C	+12.1	8	1	0	0	2	1	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Grown-ups:																																
Group A	0.0	3	0	2	0	2	3	3	2	1	6	5	4	3	2	4	9	4	3	2	2	2	2	2	2	2	6	1	0	0	0	0
Group B	+0.5	18	2	1	2	1	1	3	1	0	2	4	3	5	1	2	15	3	4	2	3	4	2	0	2	1	2	0	1	0	1	0
Group C	+3.5	0	2	0	0	2	0	0	0	0	2	1	0	0	3	0	4	0	0	0	0	0	1	0	0	1	0	0	0	0	0	
Quitting School:																																
Group A	-5.4	2	0	0	1	0	0	2	1	0	4	3	2	4	0	1	10	2	2	1	2	4	1	1	2	6	2	4	1	3	2	21
Group B	-5.1	19	2	0	0	1	3	1	0	0	2	2	1	3	1	1	7	3	2	2	3	1	2	1	3	4	1	4	1	3	3	16
Group C	-6.0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	2	2	0	1	2	1	0	0	0	3	
Dating:																																
Group A	+10.1	40	1	1	3	8	4	4	1	4	1	0	2	2	4	2	2	0	0	0	1	0	0	0	0	2	1	0	0	0	0	1
Group B	+10.6	20	3	3	5	1	4	4	3	3	1	2	1	5	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Group C	+10.2	6	1	1	0	0	4	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	

* Group A (N = 84)

Group B (N = 73)

Group C (N = 16)

TABLE XVII, 5

MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15	
Father:																																	
Group A	+6.1	21	2	2	2	6	6	6	3	3	3	2	3	1	1	2	0	7	1	3	1	1	0	0	2	1	2	0	0	1	0	0	5
Group B	+4.2	21	16	1	1	2	3	3	2	2	0	2	1	6	1	0	10	2	0	1	1	3	1	1	0	4	0	1	0	1	0	0	4
Group C	+7.3	4	0	2	0	1	2	1	0	0	1	1	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
My High School Counselor:																																	
Group A	+2.5	7	4	2	4	1	6	3	2	1	2	4	3	2	3	2	17	5	1	1	0	0	1	0	0	0	1	0	0	0	0	12	
Group B	+2.6	22	6	1	1	4	3	2	3	5	4	0	3	1	5	0	1	15	0	2	2	1	0	2	0	0	1	1	0	2	0	6	
Group C	+3.2	0	1	0	1	1	2	2	0	0	1	0	1	0	1	0	1	2	0	1	0	0	0	1	0	0	1	0	0	0	0	1	
How My Class Sees Me:																																	
Group A	+3.8	6	2	2	3	3	4	1	3	2	5	1	6	4	0	3	29	3	0	1	2	1	1	0	0	0	1	0	0	0	0	2	
Group B	+2.5	23	5	2	1	2	1	5	0	1	0	2	3	0	3	3	25	2	3	3	1	2	0	0	1	1	0	0	0	0	0	0	
Group C	+2.1	0	0	0	2	1	0	1	0	1	0	2	0	1	0	1	3	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	
My Future:																																	
Group A	+8.3	26	0	2	5	6	7	6	3	4	2	3	1	2	2	0	7	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0	
Group B	+6.5	24	17	0	2	6	4	2	4	0	4	4	3	1	1	0	10	1	0	3	0	1	2	0	0	1	0	0	0	0	0	3	
Group C	+5.3	3	0	1	2	0	2	0	0	0	0	0	0	0	0	1	3	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	
Mexican-Americans:																																	
Group A	+6.0	20	2	3	2	2	1	3	5	2	2	3	3	3	3	4	15	3	1	3	0	1	0	0	0	0	0	0	1	1	0	1	
Group B	+4.0	25	11	2	2	2	3	3	0	2	1	1	2	3	1	3	21	3	0	1	1	0	1	0	0	2	1	2	0	1	0	1	
Group C	+1.8	2	0	0	1	0	0	0	0	0	0	1	1	0	0	1	6	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	
* Group A (N = 84)																																	
Group B (N = 73)																																	
Group C (N = 16)																																	

* Group A (N = 84)

Group B (N = 73)

Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Smoking:																																
Group A	+3.9	15	0	3	1	3	7	3	0	1	3	2	4	4	3	2	11	2	1	5	2	2	2	0	1	2	0	0	0	0	1	4
Group B	+3.2	26	14	0	1	3	2	2	1	2	1	2	4	1	2	3	15	3	0	0	1	2	2	2	0	0	2	0	0	0	0	6
Group C	-1.3	0	0	1	1	0	1	0	0	0	0	0	1	0	2	1	3	0	0	0	0	1	2	0	0	0	0	0	0	0	0	3
My Family:																																
Group A	+6.8	25	1	2	1	0	6	1	7	3	5	3	2	2	3	3	10	0	2	1	1	2	1	0	0	0	1	0	0	0	0	2
Group B	+6.0	27	13	2	5	2	7	4	1	0	3	5	2	2	0	3	11	1	1	1	0	1	1	0	1	0	0	0	1	0	1	2
Group C	+8.9	4	0	2	0	1	3	1	0	1	0	1	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
My Best Friends:																																
Group A	+7.7	16	7	5	4	6	7	4	3	2	5	5	1	3	0	2	4	1	1	0	0	2	1	0	1	0	0	0	0	0	0	4
Group B	+6.5	28	13	3	3	1	7	6	2	1	1	5	3	3	4	1	8	0	0	0	1	1	1	2	1	1	0	0	0	1	0	1
Group C	+9.2	0	2	1	0	0	3	0	3	2	0	0	0	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Anglos:																																
Group A	+3.2	10	0	0	2	0	4	5	3	1	4	5	4	2	5	4	22	2	1	1	2	0	0	0	1	0	1	0	0	0	0	5
Group B	+2.5	29	7	1	0	0	5	2	1	1	1	5	1	1	0	4	29	3	3	1	0	1	1	0	3	0	0	0	0	0	0	2
Group C	+2.4	0	0	0	0	0	2	0	2	1	1	0	0	1	0	2	3	0	2	0	0	1	0	1	0	0	0	0	0	0	0	0
Neighbors:																																
Group A	-0.2	5	2	1	3	1	4	3	3	3	2	2	3	0	1	1	15	4	0	1	1	5	2	1	1	3	1	0	1	3	1	11
Group B	+0.6	30	7	3	1	0	2	1	1	0	2	4	4	4	1	2	16	2	1	2	0	2	3	2	3	0	2	0	0	0	0	8
Group C	-2.1	2	0	0	0	0	0	0	0	0	1	0	0	2	0	0	2	0	0	1	0	0	1	1	1	2	1	0	2	0	0	0

* Group A (N = 84)

Group B (N = 73)

Group C (N = 16)

TABLE XVII, 6

MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																
Me:	+6.5 (1)	2	1	0	2	0	1	2	0	0	0	0	1	0	1	2	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Authority:	+8.5 (2)	0	4	1	0	0	2	2	2	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
College:	+4.7 (3)	0	2	0	0	1	0	0	1	2	1	2	1	0	0	0	0	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Most People:	+7.9 (4)	0	3	0	1	0	1	2	2	0	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cheating:	+7.1 (5)	0	1	0	1	2	0	4	0	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Home:	-9.6 (6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	1	0	0	1	0	2	3	0
Teachers:	+7.6 (7)	0	4	0	0	2	0	3	0	0	1	0	0	2	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
My School Ability:	+6.9 (8)	0	3	0	0	1	1	1	3	0	0	0	2	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punishment:	+6.9 (9)	0	3	0	0	1	0	2	1	0	3	1	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
* Staff (N = 15)	-3.5 (10)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	2	2	0	0	0	1	0	1	2	1	1	1	0	0	1	0	0

TABLE XVII, 6
MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Job:																																
	+10.1 (11)	3	1	2	2	1	1	0	0	1	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
My Classmates:																																
	+7.7 (12)	0	2	1	0	2	2	2	0	0	1	0	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trying Hard:																																
	+7.1 (13)	0	2	3	0	1	0	2	1	0	1	1	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Mother:																																
	+8.9 (14)	0	7	0	0	0	1	2	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Continuation School:																																
	+6.1 (15)	0	2	0	1	0	0	1	2	2	0	1	1	0	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
How I'd Like to Be:																																
	+11.8 (16)	0	7	2	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduating:																																
	+11.0 (17)	0	8	0	1	2	0	1	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grown-ups:																																
	+6.0 (18)	0	3	0	0	1	0	2	2	1	0	1	0	2	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Quitting School:																																
	-8.5 (19)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	3	1	0	0
Dating:																																
	+8.5 (20)	0	5	0	1	0	1	0	1	1	1	3	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Staff (N = 15)

TABLE XVII, 6
MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Father:	+9.8 (21)	6	0	3	0	0	2	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
My High School Counselor:	+5.9 (22)	0	1	1	0	1	1	1	2	1	0	2	0	1	0	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0
How My Class Sees Me:	+6.6 (23)	0	2	1	1	1	1	2	1	0	0	0	0	1	2	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
My Future:	+9.3 (24)	0	5	1	0	1	2	2	0	0	2	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Mexican-Americans:	+7.4 (25)	1	2	1	0	2	0	1	1	1	1	0	1	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Smoking:	-3.4 (26)	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	0	1	0	0	1	1	0	3	0	0	0	0	0	2	0	0
My Family:	+9.1 (27)	0	4	2	1	0	1	2	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
My Best Friends:	+10.1 (28)	0	5	3	0	0	1	3	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Anglos:	+4.7 (29)	0	2	1	0	1	0	2	1	0	1	0	2	0	0	0	3	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0
Neighbors:	+7.8 (30)	0	4	0	0	0	2	3	0	0	1	1	1	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0

* Staff (N = 15)

TABLE XVIII

INSTRUCTIONAL PREFERENCE SCALE (IPS) SAMPLE

TABLE XVIII

INSTRUCTIONAL PREFERENCE SCALE

TEACHERS: Please read the following instructions aloud to your class.

"This is a short test to find out what you like and don't like about your school experiences.

We ask you to be completely honest. We don't want to know who takes the test. No names or numbers are used, and students will collect the tests. We only want to know how you really feel.

You will receive 1/5 of a contract credit for taking this test.

On the test there will be an item and a place to mark how you feel about it on a scale. Check whether you strongly like it, like it, if you are indifferent, if you dislike it, or strongly dislike it.

For example:

	strongly like	like	indifferent	dislike	strongly dislike
School		✓			

If you liked school, you would place a check mark in the square under "like", as above. Your teacher will now work a few examples on the board.

Your teacher will read the test items aloud as you go along to help you over some of the more difficult words. You will not be able to stay too long on any one item for you will have just 10 seconds to mark down your first feeling.

Now turn to page 1 of the test."

INSTRUCTIONAL PREFERENCE

SCALE

	strongly like	like	indifferent	dislike	strongly dislike
1. Textbooks					
2. Counselors					
3. Field trips					
4. Lectures					
5. Films					
6. Paperback books					
7. Classes with less than 10 students					
8. Magazines					
9. Filmstrips					
10. English classes					
11. Contracts					
12. Programmed materials					
13. Teachers					
14. Math classes					
15. Workbooks					
16. Classes with about 30 students					
17. Newspapers					
18. Teaching machines					
19. Libraries					
20. Working by yourself					

	strongly like	like	indifferent	dislike	strongly dislike
21. Science classes					
22. Principals					
23. Summer school					
24. Remedial reading classes					
25. Teaching games					
26. Tapes & recordings					
27. History classes					
28. Television teaching					
29. Classes with more than 40 students					
30. Industrial arts classes					
31. Tests & quizzes					
32. Business classes					
33. Writing papers					
34. Class discussions					
35. Speaking before the class					
36. Listening in class					
37. Doing research					

	strongly like	like	indifferent	dislike	strongly dislike
38. Working at own speed					
39. Doing reports					
40. Homework					
41. Taking notes					
42. Doing projects					
43. Redoing work					
44. Help from teachers					
45. Honor rolls					
46. School sports					
47. Teacher's praise					
48. Advice from teachers or counselors					
49. Suspension					
50. Home calls by teachers					
51. School dances					
52. Clubs					
53. Awards					
54. Assemblies					
55. Good grades					
56. School newspapers					
57. Going into the military					

	strongly like	like	indifferent	dislike	strongly dislike
58. Teacher's criticism					
59. Swats					
60. School plays					
61. Parent conferences					
62. School bands and glee clubs					
63. High school diploma					
64. Detention					
65. Going to college					
66. Report cards					
67. Student government					
68. Dressing the way you want at school					
69. Getting a job					
70. Bad grades					
71. Smoking at school					
72. Going to trade school					
73. Chewing gum at school					
74. Getting out of seat without permission					

75. Eating in
class

76. Students
deciding
what to
study in
class

strongly like	like	indifferent	dislike	strongly dislike

TABLE XIX

TEACHER EVALUATION SURVEY (TES)

1. Survey Sample
2. Letter of Explanation to Valley High School Faculty

TABLE XIX, 1
TEACHER EVALUATION

I. Over View of Testing Situations

A. Student Response

1. Cooperation Level

- a. Excellent
- b. Good
- c. Fair
- d. Poor
- e. Resentful

2. Reaction To Unusual Routine

- a. Enjoyed it
- b. Tolerated it
- c. Indifferent to the disruption
- d. Rejected it (left school)

B. Teacher's Presence

- 1. Vital
- 2. Helpful
- 3. Made little difference
- 4. Unnecessary
- 5. Detrimental

C. Reward System

1. Motivational Value

- a. High
- b. Some
- c. Little
- d. None
- e. Produced negative output

2. Recommended Reward

- a. Contract

- b. Monetary
- c. Earned time off from school
- d. Verbal praise
- e. No reward - testing required
- f. Specify _____

D. Noticeable Side Effects

1. Student Interest

- a. In reason(s) for testing
- b. In test results
- c. In participation in entire test battery
- d. No interest in test purpose
- e. No interest in test results

2. Student Attendance

- a. Increase of those tested
- b. No changes
- c. Decrease of those tested
- d. Increase of those who heard of testing via grapevine
- e. Decrease to avoid any test participation

3. Classroom Behavior

- a. Productivity enhanced
- b. Increase in behavioral disturbances
- c. Decrease in behavioral disturbances
- d. Increase in cooperation
- e. Decrease in cooperation

E. Teacher Reactions

1. To research project as a whole

- a. Enjoyed participating and felt useful
- b. Enjoyed participating, but not consulted enough

c. Enjoyed participating but disruptions outweighed the gains

d. Would have preferred usual teaching assignment

2. To teacher-function as part of the project

a. Feel research is a vital part of education, and was glad to assist as part of teaching assignment

b. Feel research is a vital part of education, but feel that the increased demands on teaching assignment warrant additional compensation

c. Do not feel research belongs in the school setting with teachers as active participants during normal school day

F. To Test Result Validity

1. Valid because of reward system

2. Valid and would have been so even without reward system

3. Partially invalid

4. Mostly invalid

II. Assessment of Individual Tests

Answer "Yes", "No", or "Maybe" in each box:

	SOCIO. QUEST.	MOWI	CAT	PHYS. PROF.	WRAT
1. Do you think students enjoy taking this test?					
2. Was the test too long?					
3. Were the instructions clear?					
4. Is the language level appropriate?					
5. Is the reading level appropriate?					
6. Did the student prefer this test to the others given?					
7. Do you feel the students answered this test honestly and to the best of their ability?					
8. Were students at ease answering this test?					
9. Were you at ease answering this test?					
10. Did the boys seem more cooperative on this test?					
11. Did the girls seem more cooperative on this test?					

**CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT**

- LA PUENTE UNION HIGH SCHOOL DISTRICT
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST

Project Director

TABLE XIX, 2

LETTER OF EXPLANATION TO VALLEY HIGH SCHOOL FACULTY

Dear Colleague:

We would appreciate knowing your specific evaluation of the recent tests given your students.

Your answers will help formulate a practical structure for all future examinations, and provide understanding and insight to test administrators.

Please indicate your responses by circling the appropriate letter or number on the questionnaire. Feel free to make additional comments as you desire.

Thank you for your helpful cooperation.

J. Alan Jensen
Behavioral Analyst

/lm